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JULY 1949

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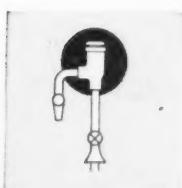


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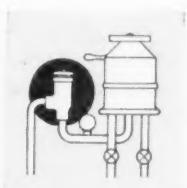


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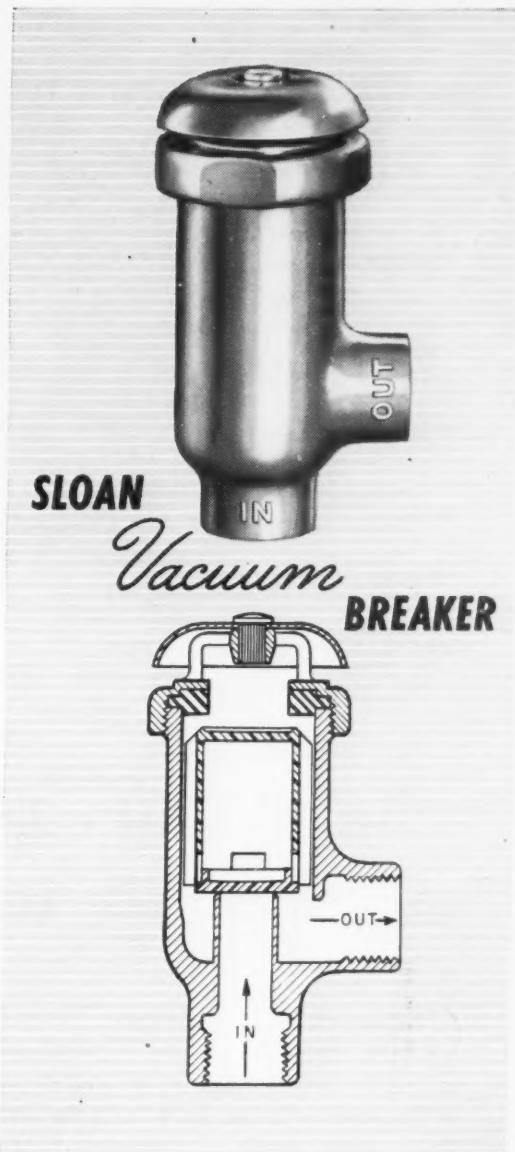
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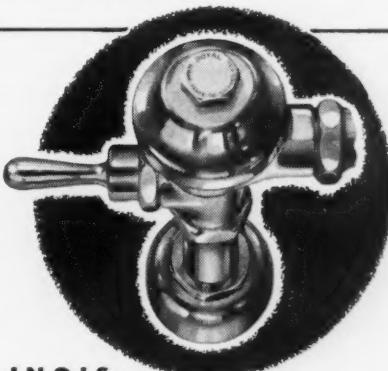
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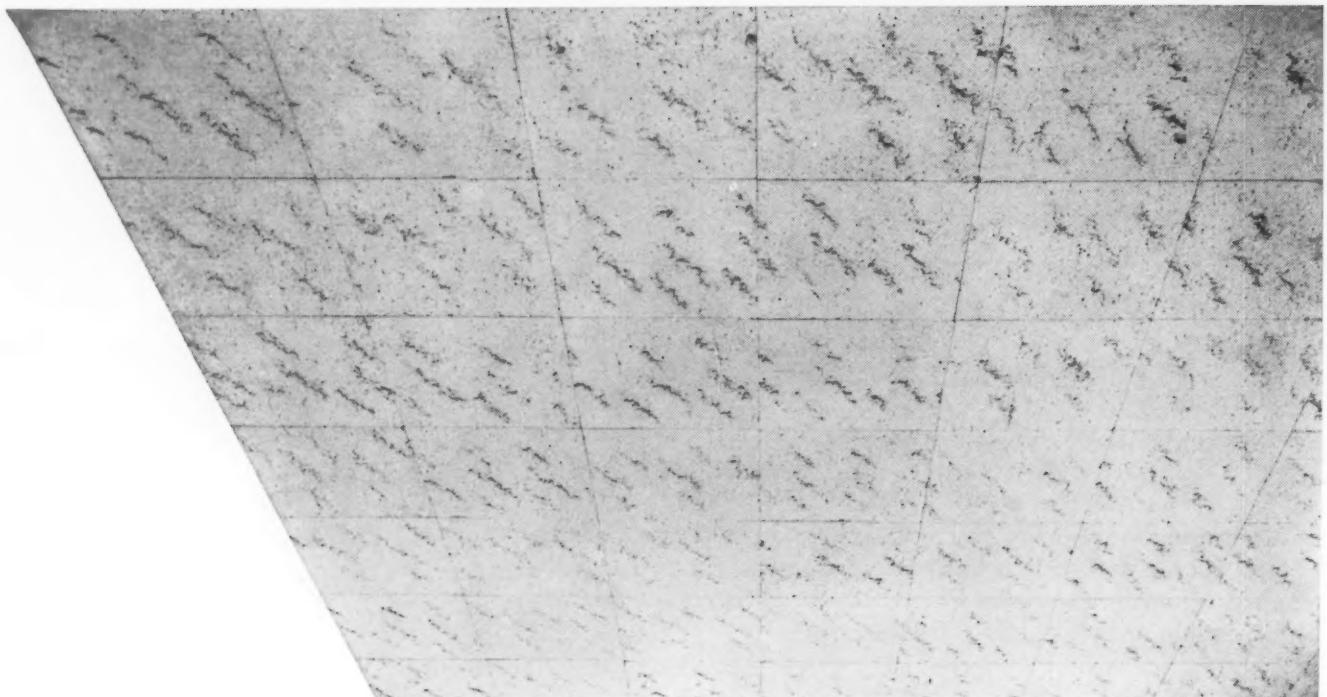
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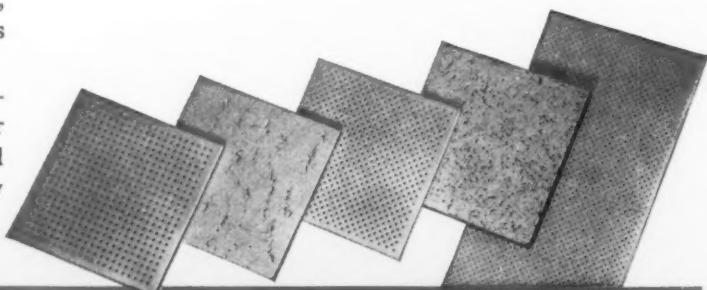
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AMONG THE AUTHORS



A. R. Mead

A. R. MEAD writes about the schools of the "good old days" (p. 44) from experience; he has been both a pupil and a teacher in such schools. At present Dr. Mead is director of the University of Florida's Bureau of Educational Research, but from 1899 to 1905 he taught in and was principal of elementary and high schools in

Ohio. He has been a member of the faculties of De Pauw University; University of Minnesota; University of Tennessee; Ohio State University, and Ohio Wesleyan University. Dr. Mead received his B.A. degree from Miami University, Oxford, Ohio, and his M.A. and Ph.D. degrees from Teachers College, Columbia University. Miami University awarded him an honorary D.Ed. degree in 1934.

"Junior high students have always been my favorite age group," says MARY F. KOSEGARTEN. "I agree with all who say they take more time and energy and understanding and patience than any other young people, but in return they make my job one that is overpaid in everything that counts." As guidance counselor in the junior high school at Oceanside, N.Y., Miss Kosegarten does individual counseling, group counseling, testing and scheduling. On page 48 she tells about the summer guidance program developed at Oceanside. Miss Kosegarten received her B.A. degree at New York State College for Teachers at Albany. After teaching sixth and seventh grades at Valatie, N.Y., for a year, she went to Oceanside in 1934 as a teacher. She has been counselor there since 1942.

WILLIAM G. HART, who reviews "Audio-Visual Materials of Instruction," the 48th yearbook of the National Society for the Study of Education, on page 52, is director of audio-visual instruction at Dearborn, Mich., and an elementary school principal there. Mr. Hart was a classroom teacher from 1928 until 1940, when

he became director of a traffic safety film project at Ohio State University. He has been in Dearborn since 1942. He received his A.B. degree from Albion College, Albion, Mich., and his A.M. from the University of Michigan. Mr. Hart has taught summer courses in the audio-visual field at West Virginia University and at the University of Saskatchewan and is at present a member of the extension and summer school staffs of the University of Michigan.



W. G. Hart

While GEORGE I. SHOLY was writing his master's thesis on "School Building Needs of the Fertile, Minnesota, Community," he learned a great deal about the need for developing good public relations ideas. On page 30 he tells about one such idea which was used successfully at Hendrum, Minn., where he now is superintendent. Before going to Hendrum, Mr. Sholy taught at Twin Valley, Minn., and was principal at Fertile, Minn. The author of "Sholy Sequence Scorebook for Six Man Football," he is strongly interested in the advancement of six man football.

TRUDA T. WEIL, assistant administrative director of the division of elementary schools for the New York City Board of Education, tells about a New York City school's experiment with camping education, on page 27. Among the positions Miss Weil has held previously are those of teacher in the *École les Rayons*, Gland Vaud, Switzerland, and in *Die Odenwaldschule*, Oberhambach, Germany; of executive secretary for the Teachers Guild in New York, and of educational aide to the late Mayor La Guardia. From 1930 to 1936 Miss Weil spent her summers as director of the Fellowship Summer Travel School in Switzerland.

A cumulative record system that teachers like is described on page 26 by EDWIN A. GADDIS. Mr. Gaddis is assistant superintendent and elementary principal of the new community unit district at Altamont, Ill. Previously he had taught in the intermediate grades at Chambersburg, Ill., had been junior high principal at Griggsville, Ill., and had been elementary superintendent at Altamont. He received his B.S. degree in education at the University of Missouri. Music is his main hobby, but he also enjoys doing summer camp and boy scout work.

AUGUST P. BEILMANN, arboretum manager of the Missouri Botanical Garden at Gray Summit, Mo., has received national recognition for his work in the care of trees. He is credited with significant research in matters relative to tree growth and care and has written for professional journals. His article on page 50 tells how to care for shade trees on school grounds. Mr. Beilmann's hobbies are beekeeping and hunting.



George I. Sholy



A. P. Beilmann



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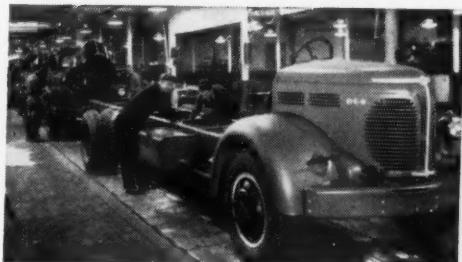
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Roving Reporter

Museums Taken to High School Students . . . Businessmen, Farmers Contribute Money for College Scholarships . . . Children Run Their Own Miniature City in India . . . Four Student Casts Give Sartre's "The Flies" as Class Play

NEW YORK'S high school students can see priceless works of art—original paintings, sculpture, costumes, manuscripts—without stepping outside the doors of their own schools.

The theory behind the exhibitions is that if boys and girls won't go to the museums, then take the museums to them. New York's leading cultural institutions are cooperating with the board of education in the program.

The students see the collections in their own school corridors or in classrooms set aside for the purpose. More see the displays in one month now than would visit the museums in a year, a school official said.

The collections include letters written by Washington, Jefferson, Madison and Lincoln; crossbows, helmets and tapestries used in the Crusades; spirit



masks from the South Pacific and Asia, and weapons, flags and other articles from this country's Colonial period.

Sweden is preparing a collection of furniture, ceramics, glassware, cutlery and textiles which is expected to arrive in New York next September for display in the high schools.

VOLUNTARY contributions from businessmen and farmers at Hallock, Minn., have provided college scholarships for five Hallock high

school graduates in the last three years.

The Hallock Scholarship Association was organized in the spring of 1946 by a few local business and professional men. They thought that such an organization not only would be an expression of faith by Hallock citizens in the town's young people but also would place the proper emphasis on achievement in school studies and citizenship.

The award is based on scholarship, need, ability and leadership. Membership in the association is attained by voluntary contributions made each year.

The number of contributors increased from 46 in 1946, when one \$500 scholarship was given, to more than 60 in 1948, when a \$500 scholarship and two for \$250 were awarded. The first recipient completed a two-year course in 1948 and taught fourth grade at Roseau, Minn., this year.

The students are not given the awards in cash. The money is applied to tuition and to other essential items, such as books, room and board.

EDUCATION does not end in the classroom for 200 school children who are citizens of India's experimental Boys Town, a miniature city run entirely by the children.

Their teachers live in the town, which is about 60 miles from Bombay, but students fill all the municipal posts, from mayor to postman. They act as judges, prosecutors and defense attorneys in the town court. The Indian government recognizes the post office and pays its young staff members a monthly salary.

Clerks, cashiers and vice presidents ranging from 8 to 14 years in age handle all the problems of municipal finance in the town's own bank. The students even issue their own paper

money, which bears pictures of lions, tigers and elephants.

SENIORS at Francis W. Parker High School in Chicago did everything connected with their class play this spring the hard way. The play was Jean Paul Sartre's difficult drama, "The Flies," and the students gave four performances with four different casts, so everyone had to learn four parts.

The director was John Holabird, himself a Parker senior 11 years ago. He expected the students' production to be ragged, as all high school plays are, he said. But he strove for group effort, with the players getting at the meaning of the drama, not just managing to get through some memorized lines.

"The Flies" was first produced at Le Theatre de la Cite in Paris during the Nazi occupation. It showed the



French people some resemblance to their own suffering in the classic tragedy of Electra.

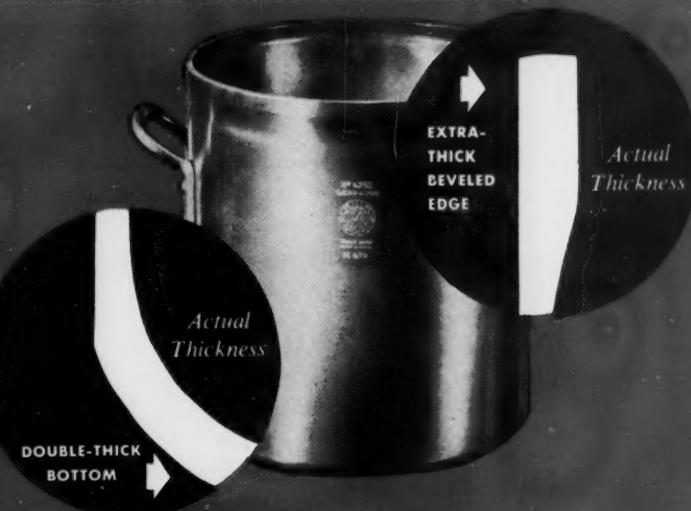
Mr. Holabird regrets that, for budget reasons, admission had to be charged. He fears the charge kept away some students who otherwise would have come to all four presentations, as he did in his student days, and would have learned much from each.

For these were separate interpretations, not repeat performances. No two of the Parker actors saw Electra or Orestes, or Sartre, the same way.

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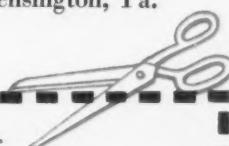
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Questions and Answers

Federal Aid

Under the present provisions of S. 246, could such federal aid be used in any state for capital outlay, that is, for school building construction and purchase of equipment?—J.C., Ill.

The bill provides specifically that all the funds shall be used for current expenses for elementary and secondary schools. The test of what is *current* and what is *capital* expenditure varies a little from state to state, but it is intended that each state shall follow its own system of bookkeeping in this respect.

The answer to this question, then, is a flat "No," because the federal funds could not be used for anything classified as capital outlay in any state, insofar as capital outlay is defined by that state. Insistence upon more uniformity than is indicated here would lead to federal definitions, which, I am sure, we all want to avoid.

The Barden Bill (H.R. 4643), now before the House, would exclude, by definition, the costs of pupil transportation and school health services from the "current expenses" for which federal funds could be used. This would raise the general level of the minimum foundation program of \$55 A.D.A. by 1953, because of the fact that the \$55 would then include only current expenses, such as teachers' salaries and school supplies. In many rural districts, transportation costs are so high that to include them as an item for federal aid would make the \$55 "floor" program meaningless.—EDGAR FULLER, *executive secretary, National Council of Chief State School Officers, Washington, D.C.*

Youth Programs

How can we persuade parents to take an interest in youth programs, such as the cub scouts?—D.S.J., Mass.

Perhaps the best approach to the development of sustained parental interest in the cub scouts is through the discussion technic. A gathering of parents can be interesting and a perfect

medium for parent training. Sustained interest in any movement can be maintained only when it is based on a knowledge of the practices and purposes of the organization.

The meetings may best be held in the homes of parents. The planner should be constantly cognizant of the gregariousness of mankind. The club basis seems ideal. Each family in turn can serve as host. Light refreshments will add to the social atmosphere.

The Cub master may serve as leader, or other talented individuals may be employed. The discussions should be kept to the nature of boy growth and the Cub program. For example, such questions as, "Is it wise to compare one boy's work with another's?" will normally result in helpful thinking and parental interest. Parents of boys of this age are certain to enjoy exchanging ideas on behavior problems. The discussion should permit participation on the part of all of those who attend. However, it should never be lengthy; 20 minutes should be the maximum for this phase of the evening.—MARTIN W. ESSEX, *superintendent of schools, Lakewood, Ohio.*

Remedial Group No Disgrace

How can we sell teachers on the idea that a remedial group does not disgrace the children placed there?—O.A.W., Ill.

Is the purpose to punish or to help? Unless teachers regard placement of children in remedial groups as an opportunity to help rather than to condemn, there is no point in having remedial groups in the first place.

All our effort should be centered on the future and not on the past. If teachers feel that such placement is a disgrace, that feeling, inevitably communicating itself to children and parents, will tend to set up emotional states which will obstruct progress. Why call unnecessary strikes on ourselves?

Have you discussed purpose with the teachers to whom the remedial groups are assigned? Have you helped them to feel the challenge to their

skill? In my garage they put their best workman on the difficult cases. He doesn't reproach the cars. He just glows with pride and goes to it. Of course, he doesn't have as high a case load as do the men who take the routine cases.

It is true that a child may need a remedial class because he has neglected his work. All right. Attempt to find out why he has been neglectful, but try to make sure that the same causes do not persist into the new situation. And even if the children are sinners, think of the increased joy that heaven is reputed to take in their redemption.—JAMES M. SPINNING, *superintendent of schools, Rochester, N.Y.*

Rural Teaching

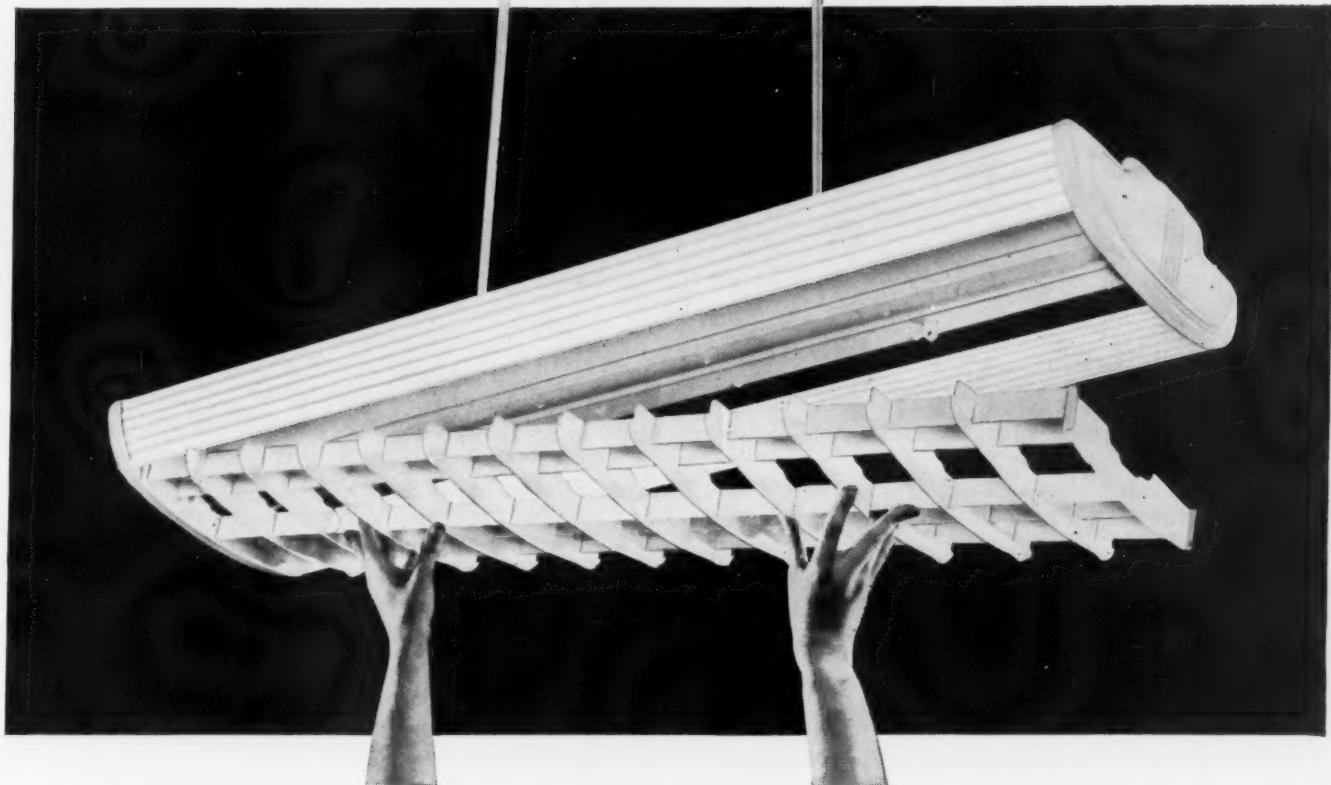
What can be done to interest more capable teachers in teaching in rural districts?—E.T.M., Vt.

Many capable teachers would be interested in teaching in rural districts if schools in such districts were comparable to schools in urban districts. This means that teachers' salaries in rural districts should be comparable to salaries paid in urban districts. They doubtless are in some of the larger rural consolidated schools, but in many of the smaller ones standards are considerably lower than those for the urban schools.

It also means that the rural schools should have comparable facilities in terms of buildings, classrooms, libraries, supplies, equipment and special services to pupils. While again this may be true for some of the larger rural schools, it is not generally the case. Moreover, living accommodations for teachers will need to be improved in many areas.

In many states it is necessary that school districts be reorganized. Many of the rural school districts are entirely too small administrative units to provide anything like the schools that are found in urban districts. A program of school district reorganization which provides for a sufficient number of pupils, with the assistance

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of the state and possibly an intermediate unit to offer the various school services that are generally considered desirable, combined with a program of equal qualifications for teachers, equal salary, and equal school facilities, should make teaching in rural schools much more attractive than it is at the present time. With these improvements, it should not be difficult to interest more capable teachers in teaching in rural districts.—WALTER C. REUSSER, *dean of division of adult education and community service, University of Wyoming.*

Guidance Program

What constitutes an adequate guidance program for secondary schools?—H.B., Mo.

An adequate guidance program is one which makes students:

1. Aware of problems they must solve far enough in advance so that they can prepare themselves to make the necessary decisions.

2. Aware of the sources of information and advice that will help them in planning and in making those decisions.

3. Desire and feel free to utilize all of the types of information and assistance available to them.

Schools vary tremendously in the degree to which they provide this kind of a guidance program. They vary much in the organization of their guidance resources. Any good guidance program will be an integral part of the school, not a separate program, so many plans of organization may be effective.

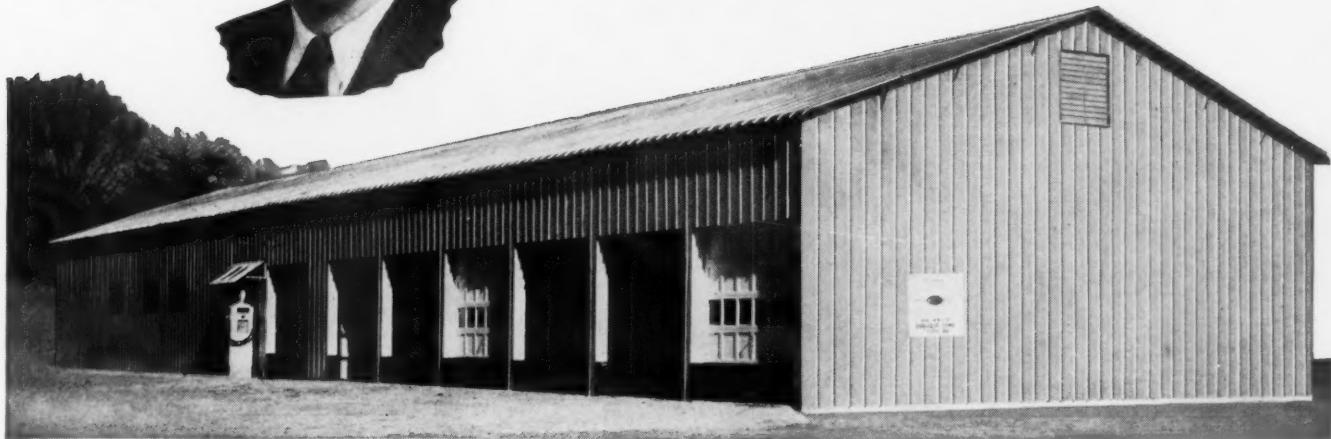
Much guidance must be done by classroom teachers, homeroom teachers, and principals. However, most schools, even small ones, need to have the part or full time services of a person who has made a special study of occupations, of testing and test usage, and of other guidance problems and who can do some guidance work that teachers have not the time or training to do. He also needs to assist teachers on special guidance problems.

The bigger the school the more guidance personnel is needed. A ratio of one full-time guidance counselor for each 500 to 600 students is probably a reasonable standard. A good discussion of an adequate guidance program for secondary schools is given in the "Cooperative Study of Lincoln (Neb.) Schools," pp. 641-726.—S.M. BROWNELL, *professor of educational administration, Yale University.*

D. W. Thompson
Superintendent
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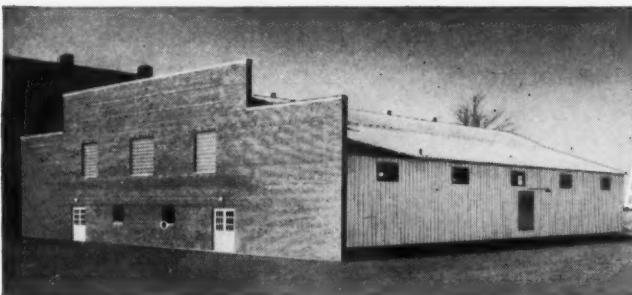
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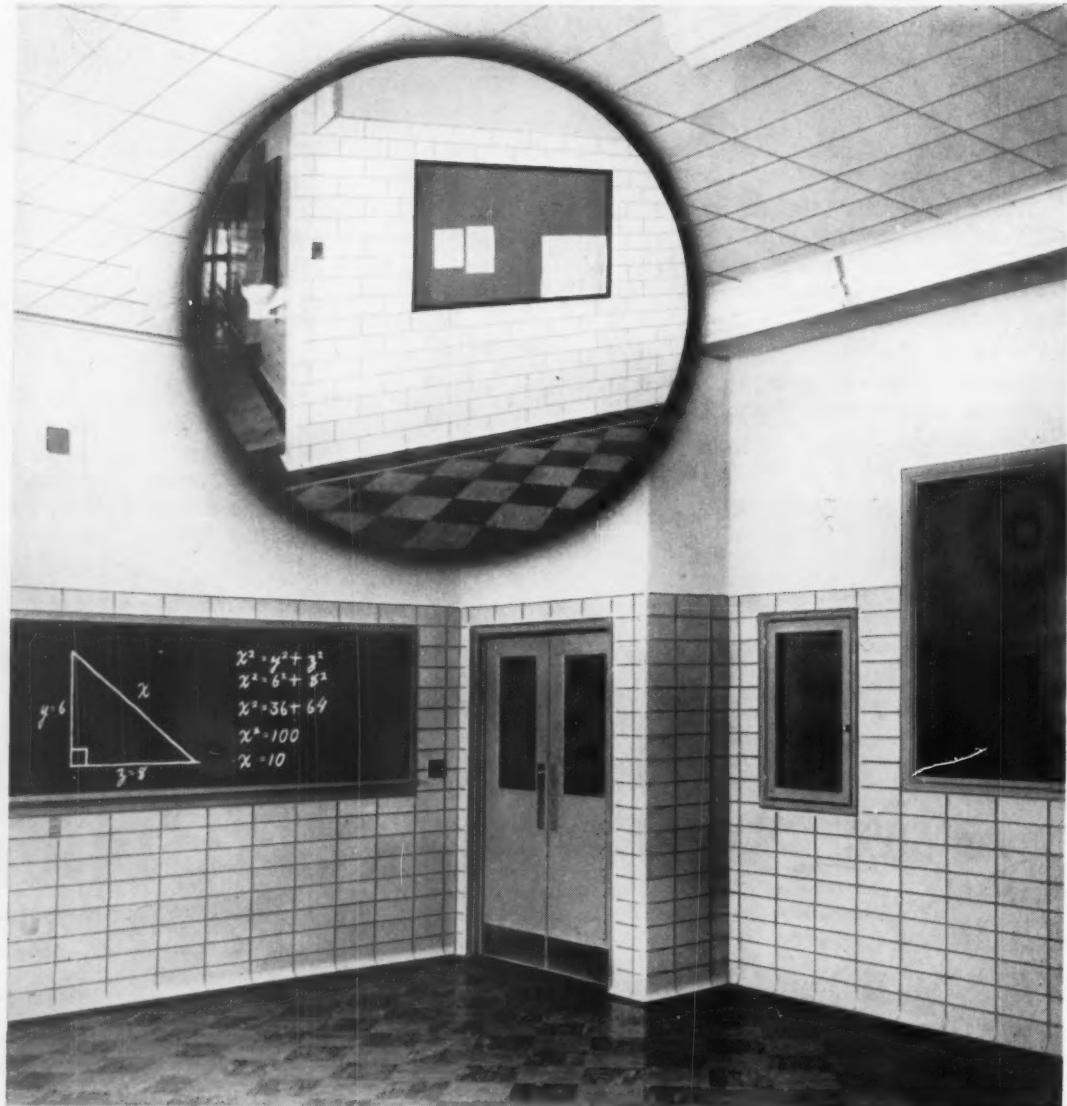
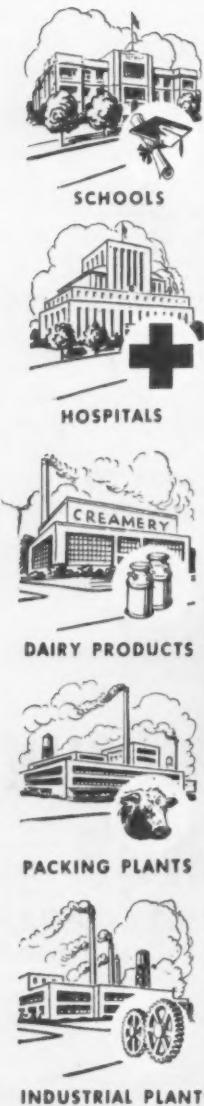
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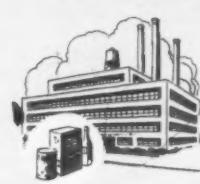
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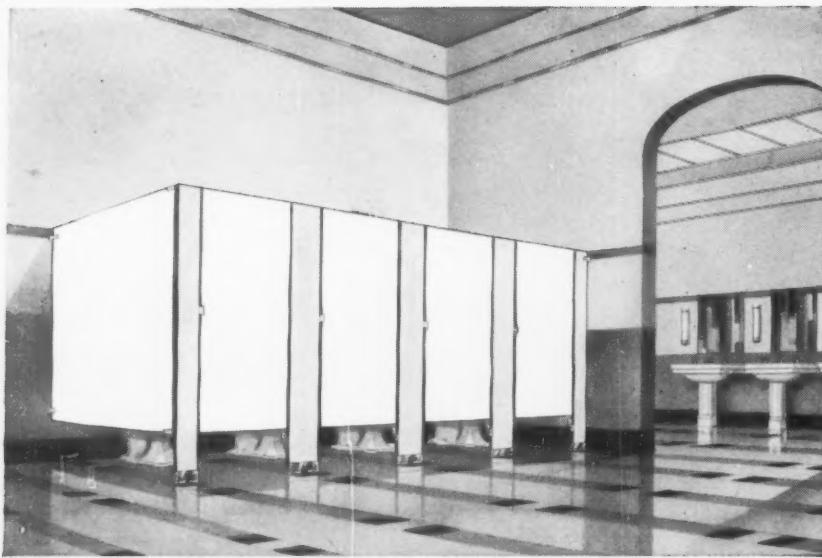
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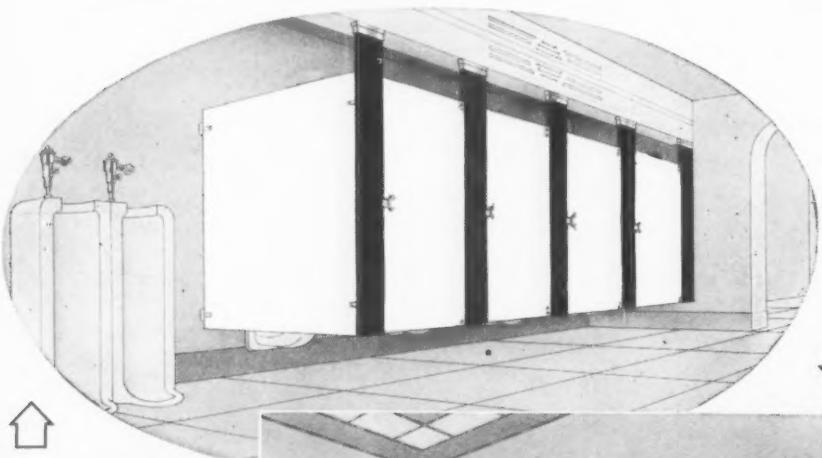
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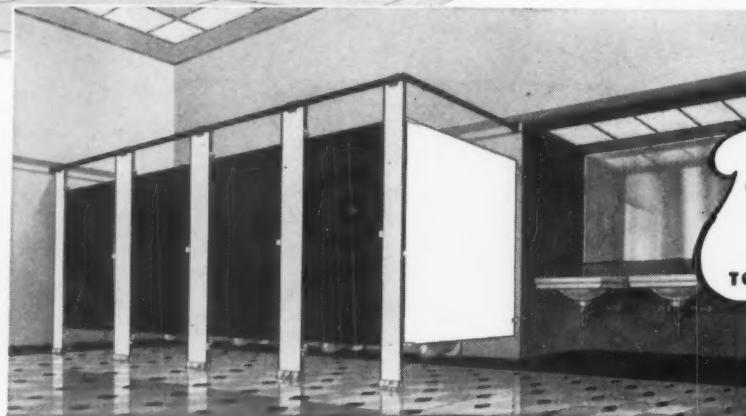


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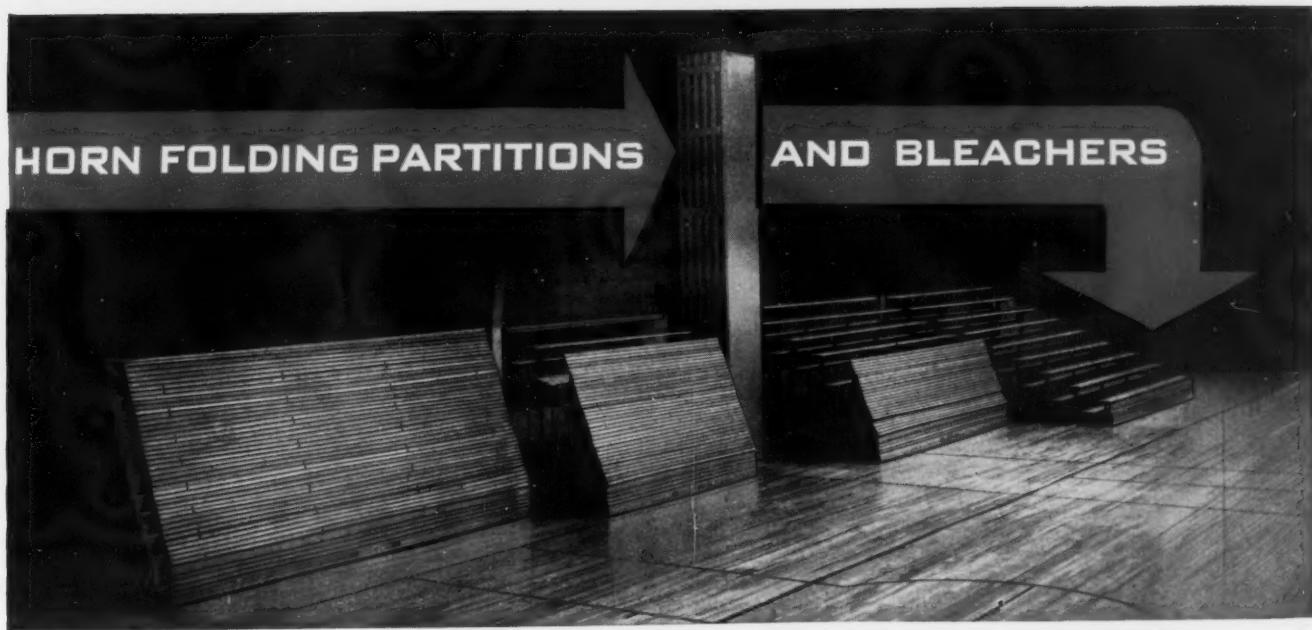
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3

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ROWS	FLOOR SPACE		**HEIGHT
	IN USE	*CLOSED	
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4	6 Ft. 7 In.	2 Ft. 0 $\frac{1}{8}$ In.	3 Ft. 9 In.
5	8 Ft. 5 In.	2 Ft. 3 $\frac{1}{2}$ In.	4 Ft. 6 In.
6	10 Ft. 3 In.	2 Ft. 6 $\frac{1}{4}$ In.	5 Ft. 3 In.
7	12 Ft. 1 In.	2 Ft. 10 $\frac{1}{4}$ In.	6 Ft. 0 In.
8	13 Ft. 11 In.	3 Ft. 1 $\frac{1}{8}$ In.	6 Ft. 9 In.
9	15 Ft. 9 In.	3 Ft. 5 In.	7 Ft. 6 In.
10	17 Ft. 7 In.	3 Ft. 8 $\frac{3}{8}$ In.	8 Ft. 3 In.
11	19 Ft. 5 In.	3 Ft. 11 $\frac{1}{4}$ In.	9 Ft. 0 In.
12	21 Ft. 3 In.	4 Ft. 3 $\frac{1}{4}$ In.	9 Ft. 9 In.
13	23 Ft. 1 In.	4 Ft. 6 $\frac{1}{2}$ In.	10 Ft. 6 In.
14	24 Ft. 11 In.	4 Ft. 9 $\frac{7}{8}$ In.	11 Ft. 3 In.
15	26 Ft. 9 In.	5 Ft. 1 $\frac{1}{4}$ In.	12 Ft. 0 In.
16	28 Ft. 7 In.	5 Ft. 4 $\frac{1}{8}$ In.	12 Ft. 9 In.
17	30 Ft. 5 In.	5 Ft. 8 In.	13 Ft. 6 In.
18	32 Ft. 3 In.	5 Ft. 11 $\frac{3}{8}$ In.	14 Ft. 3 In.
19	34 Ft. 1 In.	6 Ft. 2 $\frac{3}{4}$ In.	15 Ft. 0 In.
20	35 Ft. 11 In.	6 Ft. 6 $\frac{1}{8}$ In.	15 Ft. 9 In.

* Dimension includes 4 $\frac{1}{2}$ in. space between top seat and wall.

** Height in open position same as closed. For Bleachers higher than 20 Rows write for complete details and dimensions.

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The "built-in-memory" makes the difference! What other calculators forget, the Burroughs Calculator remembers. Results of individual calculations are stored and accumulated in the exclusive "memory" dials. Grand totals or net results are obtained automatically. There's no rehandling of figures, no waste of time and effort. Find out how this Burroughs Calculator can speed work in your office, cut figuring costs. Call your nearest Burroughs office for a demonstration. Burroughs Adding Machine Company, Detroit 32, Michigan.



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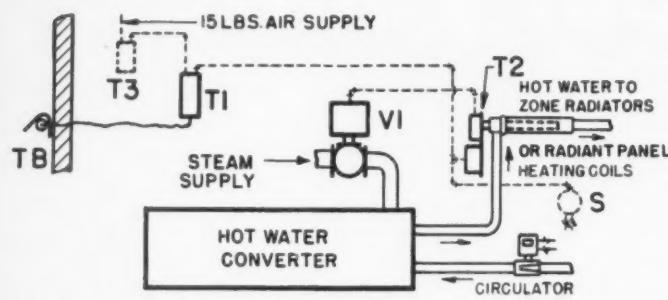
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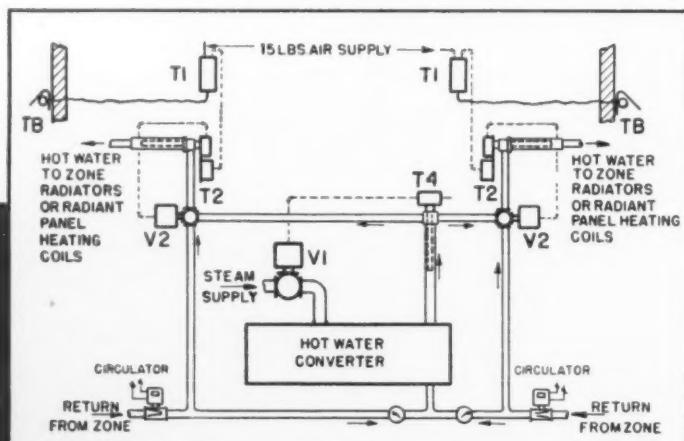
Users report "Very Low Maintenance Cost and Dependable Operation". When you want these advantages in a control system for forced hot water heating contact our nearest office or write 2754 Greenview Ave., Chicago 14, Ill.



Above, POWERS MASTROL System Controlling Hot Water Supply for Single Zone with Pilot Room Thermostat. TB—Outdoor thermal bulb and shield. T1—Master control, T2—Sub-master regulator. T3—Pilot thermostat 68°F. for quick warm up (optional). VI—Diaphragm control valve for steam. S—Switch to automatically stop circulator when outdoor temperature is above 60°F. (optional).



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Looking Forward

Annual Reports Obsolete?

TIME-HONORED and traditionally accepted, the superintendent's annual report is due for re-evaluation.

Technically, most reports are transmitted to the board of education, often in fulfillment of a statutory requirement. The intent of the law is to guarantee that adequate records are prepared and kept on file.

Actually, these archives are old stuff to the board, and the greater need today is to bring the more important facts to the attention of the public.

Perusal of more than a score of recent reports—from mimeographed tomes to beautifully illustrated brochures—prompts the question: For whom are they intended?

A few are "super de luxe"—slick paper, art work, colors and special covers. Surely no school district can afford to distribute such a souvenir except to a privileged few. One wonders whether such works of art are planned primarily for national prestige and publicity.

Although addressed to citizens of the community, some reports literally are packed with statistics, interlaced with pedagogical jargon. No ordinary parent or taxpayer has the time, much less the patience, to wade through pages of tabulated data. Neither is he satisfied to read armchair philosophy and obscure generalities.

The school administrator would be in a peck of trouble if he permitted new classrooms to be planned as haphazardly and inefficiently as the format of some annual reports. Simple rules of good typography are violated by small and inappropriate type faces, long lines, and narrow margins. Photographs frequently lack detail and are too small. A cheap publication may be the most expensive because of its adverse effect upon those who may honestly try to read it.

Professional competence of the school administrator does not require that he be an expert in the graphic arts. The superintendent who hires an architect to design his new school should use the same judgment in engaging competent service to plan the format and organize the content of his accounting to the people.

The kind of report that invites reading and creates understanding is appearing in increasing numbers. It is factual, attractive and not necessarily expensive. Usually it develops a theme. A continuous story is told, built around photographs that are dramatic and meaningful. Important statistics are translated into graphs. Reading

text is at a minimum. Ideas are expressed in the language of the layman.

The annual report need not be obsolete. It can be a useful means of interpretation.

Wanted: Frank Appraisals

EDUCATORS are not agreed as to what *is* advertising in teaching aids. The need is not so much for a rule of thumb—like 'advertising is that which urges one to buy or try'—but for criteria that will assist educators and sponsors alike in deciding whether an aid is 'urging.' An easily used rating scale, applicable to the various forms of sponsored materials, would render a worth-while service to business and to education."

These are not the words of a critic, but rather the conclusions of an administrator for the Association of American Railroads. In a published study based on his Ph.D. dissertation at Northwestern University, Thomas J. Sinclair has produced facts upon which can be based a more acceptable program for business-sponsored teaching aids. Now manager of the school and college service for the railroads association, he was formerly chairman of the high school English department at Potsdam, N.Y. Knowing both sides of the story, he was able to conduct a survey in which both business and education participated effectively.

Dr. Sinclair reports that most sponsors rely upon their advertising departments or agencies for preparation of teaching aids. He recognizes that as long as this remains true some educators will question both the purpose and the value of free materials. He warns sponsors that "wherever educational worth has been made secondary to selfish aims of producers (advertising or propaganda), the aid is usually thrown away on receipt."

Schoolmen emphasized two recommendations. Business should (1) provide better methods for announcing and distributing free aids, and (2) make sure that the sponsored materials are prepared by individuals who, while capable of interpreting facts about a business or industry, also have a knowledge of the aims, methods and needs of education.

The survey reveals that business has neglected to determine where and how successfully materials are being used.

The concluding sentence of the study expresses a point of view with which all interests are in accord: "The improvement of sponsored materials depends in large part on frank appraisals by educators."

What Shall Schools Teach About Religion?

ACROSS the country, from Los Angeles to Chicago to New York, teachers and school boards are trying to define the place of religion in our concept of democracy—and to decide what the public schools shall teach about this relationship. The school board of Los Angeles, in a policy adopted during the last school year, declared:

"The schools of democratic nations must teach their future leaders the democratic ideology which is based on moral and spiritual concepts. We look to our educators to teach these concepts by developing, in every area of learning, the simple basic principles of (a) sound moral standards, (b) faith in God, and (c) respect for human dignity."

On the other side of the continent, the New York board and Supt. William Jansen virtually ruled out the teaching of religion with a manifesto that "the board will continue to see to it that there shall be no criticism of the religious beliefs of any groups in the schools of New York City."

Many will approve the emphasis upon ethical values but will question the Los Angeles assumption that the public schools should definitely indoctrinate for a faith in God. Whose God shall it be? The Jehovah of the Hebrews, the Christ of the Christians, the Allah of the Mohammedans, or gods of the oriental religions? A belief in what kind of god? Personal or pantheistic?

INHERENT IN AMERICAN CULTURE

This problem in its many aspects has been discussed with more than 50 superintendents, teachers, parents and other citizens representing many faiths. Virtually all recognized that religion has been and is a part of the American culture and that its influence cannot be written out of the curriculum. Said two teachers:

"If religious expressions were ignored in music and art, there often could be no explanation for their purpose."

"Imagine trying to teach ancient history without studying the effect of Christianity on the people at that time, trying to understand what happened in the Middle Ages without knowing of the power of the church at that time, and explaining even the settlement of our own country without mentioning religion. One might even go so far as to say that our calendar and the celebration of Christmas and Easter must be banned because they are founded on religious beliefs. It is impossible to exclude religion as such from our teachings without undermining the culture and moral codes of our American way of life."

Agreeing so far, the group differed widely when asked:

If it is the function of the school to prepare youth for living harmoniously in a democratic society, should not this preparation include a reasonable, factual knowledge about the religious sects that operate within that society?

Those who answered "yes" insisted that it is unrealistic to expect the church to give the child an unbiased picture of beliefs with which it is in disagreement. They maintained that few parents have the knowledge or the skills to give their children an understanding of other religions.

One layman observed: "The church that is honest and sincere has nothing to fear by close examination of its beliefs and policies." Said others:

"It is better to have a frank and friendly facing of facts about the various faiths than to have ignorance, misinformation and prejudice prevail."

"Most misunderstandings, hatreds, ridicule and prejudice centering around religion have grown not out of disagreement over principles, but rather out of lack of knowledge and misinformation."

"Those individuals who do not think religious beliefs should be studied and criticized in American public schools may take refuge in differentiating between criticism of the social and political policies of a church and criticism of its beliefs. Such a position is basically untenable because the policies of a church are based on or rationalized with its beliefs."

Others could foresee only trouble and conflict:

"If the public schools undertake the almost impossible task of teaching the beliefs of the various sects, it is a dangerous move toward restricting freedom of religion."

"With so much left unanswered in all religions and with people consciously and otherwise prejudiced about this topic, who has the right to criticize the other? What proof can we offer to support our criticism? And, pragmatically, what good would it do?"

"Somewhere our educational system is failing in its attempt to free us of our prejudices. Until this is accomplished, let us proceed with the study of religion in the American high school from the historical viewpoint, leaving the study of present-day religion to the church and other community organizations."

FOUR STUMBLING BLOCKS

Others who participated in the discussion recognized the need for public school study of religious beliefs, but considered the idea unfeasible at the present time because: (1) Church leaders cannot agree as to what constitutes the facts about their respective faiths. Until such comparative information can be compiled and verified, the public school lacks adequate material from which to teach. (2) Few teachers have either the knowledge or the skill to teach such a subject. (3) There is constant fear that teachers will indoctrinate in their own beliefs. (4) Public opinion in most communities is not ready to support the teaching of comparative religions in the secondary school.

All these considerations funnel back into one question: Can we learn about religions without knowing their beliefs? Wouldn't it be just as difficult to carry water in a pail without carrying the pail? Knowledge of those ideas that constitute the basic faith of religious groups is essential if we are to understand our fellow men and live with them peacefully. If the home and the church cannot provide such understanding, public education may have to take over that responsibility.

—ARTHUR H. RICE.



LYALL T. BEGGS, national commander-in-chief of the Veterans of Foreign Wars, was once a P.T.A. president.



PERRY BROWN, national commander of the American Legion, makes U.M.T. a passionate avocation.

VETERANS *differ on the bonus and military training, but agree to fight for the school child*

THERE are nearly 19,000,000 veterans in this country. Two dozen are aged and feeble survivors of the Civil War; a handful spend their time reminiscing about the war with Spain. But more than 15,000,000 of them are only beginning life—veterans of the wars against Hitler and Tojo.

The veteran is many persons. He is the rotund Legionnaire who talks easily of "knowing the terrain at Chateau-Thierry and Belleau Wood." He is the 29 year old ex-G.I., studying trig in a former barrack now transported to a college campus. He is poet Carl Sandburg and "Capt." Harry Truman. He is the jobless former serviceman receiving a monthly check from the U.S. Treasury. He is a congressman and a senator (more than half the lawmakers in Washington are veterans).

Some are joiners; the large majority are not. Those who care to may file application and pay dues to the American Legion, American Veterans of World War II (AMVETS), Disabled American Veterans, Marine Corps League, United Spanish War Veterans, Veterans of Foreign Wars, American Veterans Committee (A.V.C.), Army and Navy Union, Blinded Veterans Association, Catholic War Veterans, Coast Guard League, Air Force Association, Fleet Reserve Association, Jewish War Veterans, Military Order of

B. P. BRODINSKY
Washington, D.C.

the World Wars, National Society—Army of the Philippines, Regular Veterans Association, Disabled Emergency Officers of the World Wars, Military Order of the Purple Heart, and United Indian War Veterans.

In years past historians described organized veterans as a pressure group seeking "justice" from society for service rendered in battle. Today no simple description fits a sector of the nation that includes the young, the middle-aged and the old; the bonus-minded and the community-minded; the "professional" vet and the "citizen" vet; the superpatriotic and the cynical; the prosperous and the young husband still trying to find a one-room apartment.

In my talks with the heads of two old-line and two new-line groups, I

sensed conflicting trends in thinking and action.

Legion

First, there is the American Legion—powerful (3,000,000 members), rich (1948 income more than \$1,500,000), influential in Washington and in state capitols. Although more than 70 per cent of its members are World War II veterans, the charge is frequently heard that it is still dominated by the old guard.

It would be hard to tell whether the national commander, Perry Brown, is old or new guard. He is a veteran of both world wars. Louisianian by birth, he now lives in Beaumont, Tex. He enlisted for World War I service, rising to a captaincy within a year. While taking part in a machine-gun attack he was severely wounded.

"My own experience of going into battle in World War I without prior training convinces me that the Legion is right in advocating universal military training as the best insurance for a soldier's and the nation's survival in another war," says Mr. Brown. He has, therefore, made U.M.T. a passionate avocation. In 1943, the Legion selected him to study all U.M.T. proposals in Congress and to hammer out a plan for which the Legion could work without reservation.

After months of work, the Legion plan was ready for Congress. With it came a huge selling campaign, seeking 10,000,000 signatures in favor of U.M.T. Although Congress pigeonholed U.M.T. for the present, Legionnaires and Commander Brown still think it is necessary for security.

Having covered this topic, Commander Brown turned his attention to my questions about the public school system.

"Our chief gripe about the public schools?" Commander Brown repeated one of my questions. "I'd rather call it our chief worry. We are deeply worried that too many of our boys and girls fail to understand the essential elements of the American way of life. They come out of school without a true appreciation of our glorious American heritage, lacking a zeal for our form of government.

"The Legion believes that every teacher of civics and American history must be urged time and time again to explain clearly and impartially the differences between our government and that of the Communists. In that

explanation, our system must not suffer but be exalted.

"We Legionnaires will support any professional effort among teachers and schoolmen that will positively stress Americanism. That is why we were delighted to learn about the Office of Education's Zeal for Democracy program. We have extended to the Zeal for Democracy activity every facility of the Legion. We shall continue to support it, and we shall fight any attempt to sabotage it."

"Has anyone tried to sabotage the Zeal for Democracy program?" I asked.

"It could die because of lack of enthusiasm for it," Mr. Brown replied. "And here we come to another gap in the public school system. We lack a core of well trained, well adjusted teachers who will at one and the same time be proud of their country and proud of their profession. In our estimation, there are too many teachers who enter the profession only as a stopgap between college and marriage or between college and another job, still too many not sincerely interested in doing one of the biggest jobs in America—teaching—and doing it with energy and enthusiasm.

MORE TRAINING FOR TRADES

"School executives and teachers must strengthen—and soon—many courses of study. In addition to civics and history, I would name three: health, science and, for a large group of boys, trade training. The percentage of rejects in the two world wars and in the peacetime draft quotas is a damning criticism of health education in public schools. Health education needs to be positive, vigorous and corrective. And we've got to stop thinking of sports alone.

"Educators sometimes feel they are in competition with the military services for the tax dollar. But the tax dollar could be better used if the defense services did not have to spend time and money correcting physical deficiencies and building vigor in public school graduates.

"If the armed services must offer courses in electricity, auto mechanics, and operation of metal lathes, it means that young men going into the services either have not been trained or have not been trained well. If technicians in chemical warfare must submit to extensive retraining in the fundamentals of physics and chemistry, there is a duplication of effort. The defense services should be spared all this. If

schools would train pupils in fundamentals, the job of national defense would be well begun in the classroom rather than in special service schools."

I checked off another question on my list.

"The press and radio keep talking about our cold war with Russia," I said. "Because of this, many school executives and teachers aren't quite sure what to teach about Russia. In your opinion, should there be more or less discussion of Communism and Russia in the classrooms?"

HOW TO HANDLE COMMUNISM

"I would suggest that all discussion on Soviet Russia be kept in line with the usual discussion given to other foreign countries and without too much special emphasis. I would not make Russia a subject of auditorium discussion *except* as it might be discussed in a general discussion of countries or the world situation."

"But what attitude should the teachers take in these discussions?" I asked.

"The attitude should be one of honest endeavor to present facts and interpretation of facts, keeping in mind (1) that at this time our relations with Russia should not be further strained, and (2) that the future of our nation is predicated on a strong, alert America and the education of our school children in a knowledge of our sacred traditions."

"Do you have any suggestions for teachers which would help them evaluate accurately the news on Russia?"

"They must depend for reliable information on patriotic organizations, education organizations and groups that have proved their patriotism to the country, and those relatively few other organizations that have been alert to the menace of Communism."

Mr. Brown continued:

"I've been telling you what we believe in education, what we say, and what we have resolved—now let me tell you what we do and have done for children and their education. The Boys State program is now an event in all 48 states. Don't let me get started on the value of the thing. It's dramatic. It's alive. No boy who ever took part in this activity can ever forget how his government works.

"Then there's the American Legion Junior Baseball. More than 16,000 class A teams and several times that number of feeder teams of younger boys play ball on the sandlots of America under Legion supervision.

"Our high school oratorical contests had something like a quarter million contestants in 45 states last year.

"You will find Legion posts eager to support any worth-while project that will help boys and girls to grow into stronger and better Americans."

Commander Brown spoke warmly of the Joint Committee of the N.E.A. and the American Legion, made up of four representatives of each group.

"No two organizations work more closely together or in greater harmony than the N.E.A. and the American Legion. It's been going on like that since 1921. Together we have put over American Education Week and made it a great institution.

"In the months ahead, we look forward to a mushrooming of Legionnaire-Schoolmasters Clubs. There are many such splendid clubs: in Kansas, New York State, and Tennessee, to mention only three. As the clubs grow, we hope for an even closer relationship with our great public school system."

V.F.W.

DURING the next 15 years more than half the fathers of children in school will be veterans."

This is the key to the educational thinking of Lyall T. Beggs, national commander of the second largest veterans organization, Veterans of Foreign Wars. Mr. Beggs was president of the parent-teacher association in Madison, Wis., during 1947-48. When he took the P.T.A. assignment, he had already become prominent in his native Wisconsin as Dane County district attorney (1934-39) and as member of the state legislature (1940-48). But he became engrossed in P.T.A. affairs and now carries the enthusiasm for children and schools into the 1,500,000 member V.F.W.

When I caught up with him one Sunday morning on one of his busy visits East, almost his first statement was:

"You know, we're celebrating our 50th anniversary this year!"

Much of his crowded schedule consists of helping lay plans for celebrating the golden event. But the essential program of V.F.W. is constantly before him. He raised four fingers to indicate the main tasks of V.F.W.: (1) national defense, with emphasis on a strong air arm (which is the reason V.F.W. is not as rabid on the question of U.M.T. as is the

American Legion, though both support it); (2) care for disabled veterans; (3) Americanism, and (4) community service.

"It's the Americanism and community angles that V.F.W. posts are going to develop during the years ahead," Mr. Beggs said.

"What is Americanism? How do you develop it? Is it memorizing civics and history facts? Is it talk, talk, talk about the 'American way of life'? Is it enough to preach to school children about democracy without attempting to catch their imagination? What concrete ideas do veterans have to make democracy a thing the average school child can feel strongly about?" This is the reporter pummeling the commander with questions—questions which came to me after having heard volumes of smooth phrases on this subject from veterans.

"I agree," said Mr. Beggs, "that we must devise a million ingenious projects through which the child can be helped to feel the inner meaning of democracy. The Freedom Train was one of those strokes of genius. But, after all, it's the job of schoolteachers and school executives to devise these methods. We'll encourage and support and sometimes help pay for them. V.F.W. posts will come to the aid of any new idea that dramatizes Americanism or democratic living."

Here Mr. Beggs told the story of Shirley Sipple, 27 year old school-teacher of Dover Del., who wrote a new history of her state in story form. She spent two years of her spare time in writing the text. It was officially adopted by the state board of education for Grades 4 and 5.

"The V.F.W. was delighted to learn of Miss Sipple's effort in making history come to life," said Mr. Beggs. "We gave her a certificate of merit and honored her at a public ceremony. Every V.F.W. post in the country would open its arms to teachers, principals and school executives who can think up some new idea to help in the study of citizenship and history."

STAND ON SUBVERSIVENESS

I continued pressing my questions.

"What about this subversiveness in schools? Is there any basis for it, in the opinion of veterans? Do veterans take up this foreignism - in - schools angle to have something to talk about? Or is it a real danger?"

"Subversive ideas are not likely to appear in the classroom," he said.

"They are more likely to slip in through the school and college libraries in the form of magazine articles and pamphlets originating with un-American groups. I am not saying we should censor these. We should make certain that the libraries have much more of good, solid, American stuff.

"At the same time, we've got to increase the volume of patriotic activities. Men of the V.F.W. promote observances of historic days. Our organization leads in almost every community in paying tribute to great Americans and in observing Flag Day, Independence Day, Constitution Day, and many others. We are delighted that school children and teachers take part in these activities. To us it is proof that we have little to worry about loyalty in schools.

CHANGE IN EMPHASIS

"The V.F.W. is not stressing history, civics and loyalty alone. We're looking at the entire school picture. The first change that has to come is in our own thinking. It has become traditional for American parents to save and skimp so that Johnny and Mary could go to college. That is the wrong emphasis. I preach that we have to give *more thought and more money to Johnny's schooling while he is in kindergarten, elementary school, and high school.*

"For the V.F.W. this means that we have to give greater support to the public school system. I'd like to see each of the 10,000 V.F.W. posts set up a committee on schools. That's what I'd call it—committee on schools—not educational committee or other fancy name.

"First on the V.F.W. program of school activity we favor teachers' salaries that are in line with the training and experience demanded by the teaching profession. If this means federal aid, we favor it, provided each state is spending in proportion to its ability to pay for adequate school facilities.

"I think there's also a job for V.F.W. in supporting reorganization of small school districts. From my experience in the Wisconsin legislature I know there are still too many of these tiny school districts. Each unnecessary school unit is a drag on the entire school budget for the county, the state, or the nation."

Mr. Beggs predicted that in the years ahead, community service—meaning primarily service to youth—will be the main task for V.F.W. posts.



GILBERT HARRISON, chairman of the American Veterans Committee, speaks for men who are "citizens first, veterans second."

Just as the American Legion made sandlot baseball its special project, so V.F.W. took up marbles as one vehicle for youth service.

"Yes, just the simple game of marbles," says Mr. Beggs. "Have you ever watched boys play this game? On the pitch line boys forget their differences in nationalities and faith. They take turns without asking their origins or creed. They play by rules. So you see, it isn't just a game of marbles. There's something more to it. I'm urging every V.F.W. post to bring the marble program to every American boy of grade school age.

"That is one example of our community service activity. It would take hours to tell of the others. I had a report from Utah, for example, where the V.F.W. is building a \$50,000 youth center. In Montana, our posts give weekly parties for grade school pupils indoors and outdoors. One Georgia post has an unusual film library that gives showings to children and adults.

Nebraska posts sponsor soap-box derbies and swimming pools. And so the story runs—youth clubs, recreational activities, aid for crippled children, bicycle safety clubs, boy scout activities. And, if you wanted to, you could write an entire article on the work of the Ladies Auxiliary.

"But, please put this in: In all this, V.F.W. posts and our women-folk are not trying to do the job that belongs to the parent, schoolteacher, or school principal. We are merely helping, sparking, encouraging and, often, paying the bill for the kids' sake."

A.V.C.

WE DON'T like veterans who try to dictate to schools. And, we don't like school executives or teachers who meekly accept the dictates of professional veterans."

These are the words of 34 year old Gilbert A. Harrison, national chairman of the American Veterans Committee.

The A.V.C. represents the new veteran.

"Citizens first, veterans second" is its slogan. The A.V.C. fights "professional veterans" and their bonus schemes. It bitterly opposed the recent Rankin bill to pay \$90 a month to every World War I and World War II veteran when he reaches age 65. This pension scheme, the A.V.C. claims, would have cost the country \$2,000,000,000 a year, would have been bad for the country and, therefore, bad for the veteran. Many citizens and former servicemen were startled when the A.V.C. spokesman took the witness stand before the Rankin Veterans Affairs Committee to say: "The country owes the veteran a right to readjustment into his community life . . . but the country does not owe the veteran a handout which has the effect of a boomerang endangering our economy."

The A.V.C. is young (organized in 1944) and numbers 45,000 members. Although its chapters are scattered in every state of the Union, it is strong primarily in Massachusetts, New York, District of Columbia, Pennsylvania, Illinois and Wisconsin.

"When it comes to schools and the curriculum, we would rather trust the judgment of the school superintendent and the teacher than the local commander of any veterans' group," says Mr. Harrison. "We have confidence in the public school system. We like the spirit of dedication of most teachers—dedication to children.

OPPOSE PENSION SCHEME

"Some things need improvement—teachers' salaries being one of them. The A.V.C. believes that by concentrating its efforts for a prosperous economy, we would help teachers, veterans and everyone else. Our fight against the Rankin pension scheme, for example, was a distinct service to America's children and its entire future. If we had to pay out \$150,000,000,000 over a period of years to one group alone, generations of children would have suffered as a result.

"We also need to wipe out the shameful differences under which millions of American children are getting their schooling. Here is where our civil rights plan comes in. We are against segregation in the armed forces, in schools, in colleges, in theaters, in restaurants, and anywhere else. You've heard what one A.V.C. chapter did for Negro high school students."

Yes, I have. Eighty high school seniors from Spring Valley, N.Y., voted last December not to visit Washington, D.C., when they learned that Negro students could not be housed in hotels together with their white students. When the Washington A.V.C. council heard of this, it offered to house and entertain the entire class. The students accepted the invitation and, as one high school pupil later put it, "We broke through the color curtain of our nation's capital."

The "citizens first" A.V.C. platform is chockful of "progressive" proposals for full and fair employment practices, housing, health insurance, conservation of resources, broad social security, opposition to Jim Crow laws and regional college plans which would continue segregation.

The last convention ordered the A.V.C. to clear out and keep out Communists and to oppose Franco's Spanish regime. It is probably the only veterans group to oppose U.M.T., though it favors the draft as a temporary step.

"U.M.T. has been promoted with the hoopla and ballyhoo of a circus," Mr. Harrison said. "But it didn't fool our members who know what fighting is. U.M.T. provides no more defense for this country against modern atomic-bacteriologic warfare than did France's Maginot line but threatens to lull us into the same feeling of false security.

"Our planks on education are simply this," said Harrison. "We think that both the states and the federal government should help improve public schools, but we oppose using any public funds for direct or indirect support of denominational schools.

"We condemn any limitations on freedom to teach and learn in schools or colleges. Our Columbia University A.V.C. chapter, for example, made up mostly of men who have bitterly fought Communism, opposes the New York State Feinberg Law which calls for loyalty oaths and ousting of subversives in public schools and colleges. The chapter is not trying to protect subversives. It is against the loosely drawn language of the bill which can be used against loyal teachers who perhaps have ideas contrary to those held by witch hunters."

One piece of strictly veterans legislation the A.V.C. wants is an increase in the school allowances under the G.I. Bill of Rights. "A veteran can't live on \$75 a month," says Mr. Harrison. "The A.V.C. wants \$100 for

single students and \$125 for married students." But even this proposal would be good for the country, according to Mr. Harrison, since it would keep larger numbers of veterans in school.

AMVETS

THE millions of veterans who are now in school or college—or who have finished their training—will become the biggest boosters for better and still better education that the world has ever seen."

So said 35 year old Harold A. Keats, national commander of the American Veterans of World War II (Amvets). He heads a 150,000 member group, proud to be the largest of the World War II veterans outfits, proud to have a charter from Congress. Keats is a Connecticut Yankee by birth and a Southerner for the last 16 years by choice (his home is in Fort Lauderdale, Fla.). He is in Washington this year as the fifth national commander of AMVETS.

Keats volunteered for duty with the navy shortly after Pearl Harbor, served 40 months at home and overseas, and

was discharged in 1945 as chief petty officer.

"The guy who tasted college life and knows the power that training gives him will never let his boy or girl drop out of school early," said Keats. "If we younger veterans are too busy to give all our time to educational problems now, we are sure of this: when our children are ready for elementary, high school or college, we are going to plow into those problems in a big way.

"Not that the Amvets are not interested now. Let me give you our aims insofar as education is concerned in one, two, three order.

"We believe the federal government should pitch in with the states and local communities in supporting schools.

"We want the schools to teach boys and girls technics of the nominating system, electoral process, and the importance of taking part in that process. Notice that I'm not talking about voting alone but about the equally important job of making sure that citizens have a hand in deciding what they are to vote on. We think elementary schools should offer courses



HAROLD A. KEATS is national commander of AMVETS, largest World War II veterans outfit. It is proud to have a charter from Congress.

about the air age and that high schools should seek ways to provide flight training.

"We think that boards of education should employ more disabled veterans as teachers. We're not asking for a drop in professional requirements. We are asking that school boards waive physical requirements for veterans seeking teaching jobs.

"Finally, we believe strongly that veterans who do not use all their educational benefits should have the right to transfer them to their children.

"That ties it up."

The Amvets, like the A.V.C., are reaching out for the interest of the school child. "We're starting with the kids," said Mr. Keats, referring to Amvet plans for gaining influence in the community. "The young veteran is a hero in the eyes of the children. That is why he is a natural leader for youth groups. Our posts have already been successful in sponsoring basketball teams which play off for a national championship in Washington, D.C. In Marcus Hook, Pa., and other cities, Amvets have set up Kid Courts, staffed by youngsters, to review cases of delinquency."

But at the present time the biggest job for the Amvets, like all veterans groups, is organization.

Will the new veterans organizations grow? Their spokesmen think they will. The big surge to their outfits will come within three or four years, they hope. Mr. Keats puts it this way:

"Right now only about one veteran in every five has joined any organization. The World War II vet is still busy with his books in school, trying to find a house, or diapering his first baby. Many have no time for meetings and for committee work. But when his kids are 3 or 4 years old he will be looking for an excuse to steal out of the house and join up with his buddies. That is when we hope to get him as a member."

The American Legion, V.F.W., A.V.C. and every other veterans organization is banking on that same course of events. Which organization enrolls most of the veterans in the years ahead may be of little interest to the educator. The important fact is that the World War II veteran will begin to assume a larger place in his community in the years ahead. Whether he will be bonus-minded or community-minded is a question that will affect public education for generations.

A simple and inexpensive system of keeping CUMULATIVE RECORDS

EDWIN A. GADDIS

Principal, Community Elementary School
Altamont, Ill.

THE keeping of records has become an accepted part of teaching. Our modern approach to education requires all the information it is possible to obtain about individual pupils. Mere records of attendance and of grades no longer are adequate.

Since many schools lack clerical help or guidance personnel to assist with the task, most of the work falls upon the teacher and the principal. Their problem is to find a practical system of records which does not entail excessive clerical work.

A simple, easily kept, and inexpensive cumulative record system is in use in the Altamont Elementary School, Altamont, Ill. It provides teachers and principal with a wealth of information useful in studying the problems of individual pupils.

The records consist of a 9 1/2 by 12 inch manila folder for each pupil who enters the school. In each folder the following items are placed:

1. One of the 8 1/2 by 11 inch permanent record cards published by a school supply house at a cost of a few cents. This large card has spaces for semester grades, attendance record, school activity record, mental and achievement test scores and birth data.

2. A physical examination record filled out by the examining doctor when physical examinations are made each four years or oftener. These forms are furnished by the county health department.

3. A case record form worked out in our own school which contains a great deal of information about the child's background, his school progress, his home and family, and ratings of personality and behavior.

4. A copy of the cumulative health record used by the county health department. On this form is kept a complete record of the child's health, growth and medical history. A check list of personal health habits or symptoms of physical defects also is included. The visiting nurses assist with the keeping of this record.

5. The child's photograph is glued on the inside of the folder. A new picture is taken and added each fall at the beginning of school.

6. A continuous anecdotal record on which teachers from time to time write down any incident or information which might give an insight into the child's problems or special abilities. This has proved a helpful and interesting part of our records.

7. A record in the form of an "autobiography" written by each pupil. This tells more about the pupil's likes and dislikes, leisure time, fears and ambitions than do the others.

8. Any other record, clipping or material of any kind which applies to the child may be slipped into the folder for future reference. Such things as communications from or to parents, school insurance claims, and transfer cards are preserved in this way and are easily located.

These folders are kept in a record cabinet in the office and are accessible at all times to teachers. All new teachers are given the folders of their pupils at the opening of school so that they can understand the class members more readily.

TOTAL COST IS SMALL

The total cost of the record system is small compared with the cost of some similar systems. There is virtually no repetition of items, and all are useful to the teacher.

The teachers assisted in the preparation of this record system by suggesting what information they need on new pupils. They feel that the records are well worth the time expended upon them because they bring about a better understanding of pupils. The records have seemed to encourage more study of individual needs and how they can be met.

Another good feature of the system is that it lends itself to constant improvement. Since no great outlay of money is involved, it is easy to make changes when they seem advisable.



Photographs by Life Camps, Inc.

CAMPING

has a place in the regular curriculum

IT IS unfortunate that modern civilization with its concentration of population in cities tends to deprive hundreds of thousands of children of essential concepts of natural resources.

These city children think of food as originating in cans and bottles. They have little knowledge of animal life and virtually no knowledge of land as a source of food, clothing and shelter. It is difficult for such children, no matter how much they may read, to understand the pioneering origins of this nation.

Educators have long recognized that it is becoming educationally important that these handicaps for our city-bred

youngsters be overcome and that they be taught to enjoy some of the knowledges and some of the skills of rural boys and girls. For we of the city have unfortunately moved too far in the direction of permitting our children to accept end-products as the story of life's subsistence. Taking city children to the country in school time, under the leadership of trained teachers, will help young people gain perspective

TRUDA T. WEIL

Assistant Administrative Director
Division of Elementary Schools
New York Board of Education

and understanding of the basic resources of human life.

This movement to have our children learn in an outdoor environment that which can best be taught there is evolving throughout the nation. Dowagiac and Battle Creek, Mich., the city and county of San Diego, Calif., Cleveland Heights, Ohio, and many other towns and counties are working directly through their schools and local

boards of education to introduce outdoor learning as part of the regular school curriculum.

Such official bodies and institutions of higher learning as the state department of education of New Jersey and the State Teachers College at Cortland, N.Y., not only are setting up teacher training courses but also have actual training camps in operation.

On a small scale, New York City, too, has carried on a camping experiment. The significance of this undertaking is not the fact that 62 fifth and seventh grade boys and girls went to Life Camps at Mashipacong, N.J., 65 miles from New York City, but its importance lies in the scientific evaluation made of this experiment, carried on in the thousand-acre forest which was "home" for three and a half weeks during school time.

The two classes selected represented all races and religions. Boys and girls were housed separately. Housing consisted of tepees, Indian hogans, roundtos, and covered wagons. Eight groups were set up. In each, there were seven or eight children under the charge of two counselors. All of these counselors had been trained by L. B. Sharp at National Camps.

Each unit lived independently of, and remote from, every other group.

These small decentralized camps encouraged rugged, close-to-nature living. Yet the camp village, not too far distant, contained a beautiful and appropriate central administration building with dining hall, open fireplaces, kitchen and library. Among other village buildings were the infirmary, the camp store, and the post office.

WHAT THEY LEARNED

What were the firsthand experiences offered at camp which made learning more meaningful to the pupils? They learned to:

Plan their own well balanced meals.

Budget themselves for meals and shop for them at the camp store.

Cook and bake their meals at campfires and in homemade outdoor ovens.

Chop and saw wood for camping and campfires.

Take overnight trips in the covered wagon and assume the accompanying responsibility of caring for the horses.

Help with farm animals, gardening, milking, fishing and gathering eggs.

Recognize animals and animal tracks.

Identify plants.

Know the story of the ice age through near-by glacial kettle holes and moraines.

See and understand the state's great plans for reforestation.

Appreciate great literature and music associated with the out of doors.

Engage in expressional writing, both poetry and prose.

Use research technics in connection with their immediate activities.

Study stars and weather.

Learn how pioneers wrested their livelihood from forest and soil.

Understand the importance of hygiene and sanitation through practicing them under primitive conditions.

Appreciate the necessity for co-operation and helpfulness under rugged conditions.

Respect individual contributions and have reverence for human beings, animals and the spirit of good as part of the story of mankind.

Other lessons, too numerous to list, arose out of conditions which do not exist in a city classroom environment. That sensitivity was developed is illustrated by the child who answered the question, "What activity did you like

One group of the New York City fifth and seventh graders, 62 of whom spent three and a half school weeks at camp in a New Jersey forest.



most at camps?" by replying, "To get into bed at night, roll up the flaps of my tent, look up at the stars, and feel the friendliness of the darkness."

Scientific evaluation of the experiment was made under the guidance of the bureau of reference, research and statistics of the New York City Board of Education.

The story has been told in detail in a report entitled "Extending Education Through Camping."¹ For this experiment, the fifth and seventh grade camp classes were matched by two control classes each in their respective schools. Members of the control classes were of the same age, grade, sex, intelligence, reading ability, and socio-economic status.

Individual pupil pairs were matched. Control and experimental groups were tested in April, before the children went to camp, and at the end of June, after they returned from camp. Objective tests were prepared in science and health education, arithmetic, nature study, vocabulary and interest inventory.

A rating scale was devised for measuring semi-objective and clinical data, particularly in the fields of language arts and artistic representation. Sociometric data, including friendship and "who's who" tests, were used. Counselors' logs of daily observations were invaluable. Surveys of opinions of campers, parents and educators involved were made.

CAMPERS LEAD NONCAMPERS

The camping classes returned to school four days before the end of the term. The tests given before the camping period were again administered to both control and experimental groups. The experimental classes scored higher on eight of 10 comparisons. Five of the differences, all favorable to the experimental group, turned out to be statistically significant.

The seventh grade experimental group excelled in interest inventory; the fifth grade, in nature study, vocabulary, arithmetic and interest inventory. In language arts and artistic representation, the experimental groups displayed gains over the controls. The question of whether camper groups would lose in traditional classroom subjects was resolved by the fact that in penmanship and spelling the pro-

gress of camper and control groups was similar.

Parents, pupils and educators in answering survey questions gave a unanimously favorable reaction. There was agreement that the campers had had notable success in responding to those challenges of everyday living which had previously been foreign to them—the challenges of a hitherto unknown rural life.

SOME OF THE DIFFICULTIES

Unquestionably a camping program offers large responsibilities. Among the problems are:

The greatly increased cost of such education.

The adaptability of teachers in educational programs such as this.

The training of teachers for such a program.

The education of parents for intelligent cooperation.

Answerability to parents for safety and welfare.

The variations in race, religious observance, food habits, and social background of the children.

The problem of variations in social background and religion was met. The children themselves recognized that persons should not be judged on the basis of race and religion. They eagerly accepted one another at camp at the actual worth of each individual. Religious services were held by visiting clergy.

The two class teachers had been trained in advance at National Camps at the expense of the Lindlof Camp Committee for Public School Children.² It is our conviction that no classroom teacher, however fine and understanding she is, can walk into a camping situation without some previous training. But teachers with enthusiasm, good health, some knowledge of natural science, and a love of children can learn much in a few short weeks of training under expert leadership that will help them carry their professional abilities over to new situations and to a changed environment.

It is heartening to note that the basic considerations in the new program of elementary education in New York City were notably realized in the camping setup. New York City had conducted a six-year experiment with the activity program.

In 1941, at the conclusion of the sixth year, the New York State Department of Education, under the guidance of J. Cayce Morrison, surveyed the 70 schools involved in order to decide whether the program was the optimum one. The state department found that it had reached these optimum goals, which were also reached by the children through the camping experiment.

At camp, too, children:
Gained in self-discipline.

Gained in self-confidence and poise and were able to work better with others under guidance.

Assumed new and more responsibilities, willingly.

Developed habits of critical consideration of problems.

Cultivated creative talents in art, music, writing, dramatics and other forms of esthetic expression.

Practiced democratic living and made use of pupil leadership, with different leaders recognized in different fields.

Found security in being outstanding in some one field.

Responded to the challenges of everyday living, approximating those of rural life.

Utilized the camps and the surrounding community in terms of their natural educational resources.

Developed research skills and had a natural desire for knowledge about all that was going on around and about them.

FIRST CONTROLLED EXPERIMENT

During the school year following the camping experience, teachers reported definite carry-over into the classroom. Teacher-pupil relationships became friendlier. There were greater harmony and cooperation among pupils. Children showed increased respect for all races and creeds.

For the first time in camping annals, a controlled experiment provided a body of scientific evidence proving that camping can be profitable as part of the regular curriculum. Under proper conditions, children do not lose in academic progress. Above all it was proved that children learn, in a comparatively short time, the kind of thing that cannot be acquired so easily in a traditional schoolroom situation.

The trail is being laid. It is apparent that some balances must be established in this technological age to bring men closer to nature.

¹Extending Education Through Camping, Life Camps, Inc., 369 Lexington Avenue, New York 17. 1948. \$1.75.

²See Adventures in Camping, Lindlof Camp Committee for Public School Children, 10 Park Avenue, New York City. 1943. 20 cents.

Their building policies guided by

TABLE TALKS



Over coffee cups, citizens in small groups argue the building program. Fact sheets had been prepared by superintendent, board and students.

A DIFFERENT idea in mass meetings to discuss a proposed building program was used by the school board of Consolidated School District No. 1 of Hendrum, Minn.

The meeting was planned on the theory that dividing the crowd into small groups would enable each person to have his say. For this reason, individual tables were set up in the school auditorium at which eight to ten people could sit and discuss the issues. With the help of the school board and the student council, the superintendent prepared information on every type of subject that it was believed would come up for discussion. This information was stencil duplicated and left at each table.

After a talk by the superintendent, and before any general discussion was started, the citizens were served lunch. During this refreshment period, the group at each table discussed the problems and elected a chairman.

BIG TURNOUT

The school board had estimated that everyone consistently for or against a building program would be in attendance, and this proved to be true. One hundred out of a possible 300 voters turned out. In many cases only one member of a family was able to attend because of small children, but

it is believed that three-fifths of the homes were represented. The board wishes that it had provided babysitting services so the representation could have been still more impressive.

Nearly forty-five minutes was taken up in group discussions. The superintendent then called on each chairman to give the report of his group.

Among the topics suggested for further discussion were the following: possibilities of further consolidation, disadvantages of not having a fully equipped school to attract areas for further consolidation, advantages to students of vocational departments, reasons for high tax rates in adjoining rural districts, cost of proposed bond issue, low interest rates at the present time, advantages in waiting until building costs go down, and whether a temporary building program could house the special departments that were thought to be needed.

Before 1947, the Hendrum district consisted mainly of the platted property in the town of Hendrum, which has a population of 450 and is situated 28 miles north of Fargo, N.D., and Moorhead, Minn. Nonresident high school students were being educated by this district for below cost, further adding to the difficulty. In 1947, a five-district consolidation was effected, which brought in property

G. I. SHOLY

Superintendent, Hendrum, Minn.

that raised the valuation to \$420,000 and the area to 55 sections of land. Some of the arguments over this consolidation are still current, and the thought of further building expense at this time seemed remote until the mass meeting was held. As further consolidation is still possible, this was an additional argument to postpone a construction program.

Maps were shown giving the location of students that might attend in 1952, based on census figures. This answered the question on further consolidation, showing that the town of Hendrum is centrally located. It was disclosed that under a complete reorganization of the total area Hendrum would have the lowest uniform mill rate of all the six high schools in Norman County, and it would have the highest valuation back of each child. According to the estimate of the Norman County Committee on Reorganization, the levy of the Hendrum area would total 27 mills and the valuation behind each pupil would be \$2780. These points led the audience to believe that we could now undertake a building program of some type to attract the other areas to later consolidation.

RESISTANCE CRUMBLIES

The proposal to build an addition to house vocational departments helped to overcome some of the rural resistance when it was made known that several of the table groups favored home economics and agriculture departments. Many rural people had come to the meeting expecting to enlist strong opposition to a new gymnasium, but when the meeting of minds favored the vocational plan much disagreement disappeared.

Facts were brought out showing what the levies of the five districts that consolidated in 1947 might have been had they remained independent. Several rural districts that did not consolidate in 1947 have higher or nearly as high rates as the agriculture land

rate of the present Hendrum district. This led several persons at the meeting to inquire about petitioning to have their land in outside areas joined immediately to the Hendrum area.

Credit for this reasonable thinking must go, to some extent, to the favorable facts presented at the meeting, but more so to the nature of the meeting with its opportunity for complete discussion in a friendly atmosphere.

Three different bond proposals were presented to indicate the costs. It was shown that a bond issue could be voted by increasing the levy by 9 to 11 mills for bond payments.

Several persons argued that we should wait until lower construction costs might be available. However, by this time, all chairmen had made their reports, and the meeting was opened for individual comments. The amiability of the meeting had progressed to such extent that arguments were successfully advanced to disregard high building costs and to think mainly in terms of what the building additions would do for the children involved.

Several sheets of questions and answers prepared beforehand, based on returns from a questionnaire sent out the previous month to all residents of the area, helped to explain some of the early arguments and aided greatly in bringing the discussions to the decision point.

A motion was made for a straw vote upon which the school board could rely to make final decisions. Four items were considered: (1) Should there be any building additions now, (2) should a gymnasium-auditorium be built, (3) should a home economics, agriculture and classroom addition be planned for, or (4) should the entire facilities necessary be constructed, including a gymnasium-auditorium, classrooms, home economics and agriculture?

THE DEMOCRATIC WAY

The vote was overwhelmingly for the plan to build a home economics, agriculture and classroom addition, with only one dissenting vote against construction, and this was modified by the statement to "wait for two years." A gymnasium-auditorium is to be planned for later expansion.

The school board of the Hendrum Consolidated School heartily recommends this plan of small groups at individual tables in arriving at solutions of school problems.

As one participant remarked after the meeting, "I have never seen such a remarkable feeling of community spirit and discussion. The community has been drawn much closer together

by providing this opportunity for even the most hesitant to have his say at a public gathering. To me, it has been an enlightenment of the democratic processes."

Common Goals in Adult Education

ROBERTSON SILLARS

Joint Editor, *Adult Education Journal*



M. A. Cartwright

A long stride forward in the development of adult education as a professional field was registered by the 24th annual meeting of the American Association for Adult Education, held May 9 to 11 at Columbus, Ohio.

Four round-table groups, each composed of about 40 participants, conferred during three two-hour sessions on the future tasks of adult education in the community, in the state and nation, and in the international sphere. The conferees, although drawn from all the diverse fields of voluntary group endeavor and community service that lay claim to the name "adult education," readily established common ground for discussion.

Representatives from trade unions, women's clubs, university extension programs, public schools, community adult education councils, libraries, museums, the Agricultural Extension Service, Jewish and Christian youth and community service agencies, and from numerous other subfields of adult education were present.

They found that they not only had common goals of service to the continuing growth of adults toward greater competence in dealing with the challenges and realizing the opportunities of life but also had a broad common view of the kinds of skills required to foster adult learning, of the kinds of problems they faced in advancing their work, and a common sense of need to organize locally and at regional, state and national levels as adult educators.

This agreement was not merely formal or perfunctory but emerged as a summation of more than six hours of intensive discussion of such matters

as the skills, attitudes and knowledge needed by adults for personal competence, satisfying human relations, and civic effectiveness; the training of volunteer and professional leaders; the coordination of community adult education; the help needed from state and national organizations; the problems of motivation, participation and evaluation in which fundamental research is required, and the difficulties of developing and maintaining freedom to explore critical issues in human and group relations.

The portions of the conference devoted to the organizational life of the association saw the energy and unity developed in the discussion groups transmuted into a forward looking resolve to strengthen the association's leadership and service to adult education, to develop local and regional activity among the membership, and to assure adequate financial support for the association's future work.

NEW ACTING DIRECTOR

It was announced at the opening of the conference that Morse A. Cartwright, the A.A.A.E.'s director since its founding in 1926, had resigned, effective May 9, and had been succeeded by Herbert C. Hunsaker, who will serve as acting director. Mr. Hunsaker is the dean of Cleveland College, Western Reserve University, where the association's headquarters will be located after June 30.

Mr. Cartwright's election as president of the association for 1949-50, in recognition of his long and outstanding services to the A.A.A.E. and the field of adult education, was announced at the annual business meeting. Other officers whose election was announced are: vice presidents, Jean Carter Ogden, Hilda W. Smith, and George B. Zehmer; secretary, Mildred V. D. Mathews; treasurer, Andrew Hendrickson.

Courts Declare Teachers' Rights



M. M. CHAMBERS

American Council on Education

RECENTLY we reviewed on this page a handful of decisions in teacher tenure cases which came from the courts of several states during the last months of 1948. The same months brought decisions on other aspects of the teacher's employment.

A teacher in a New York City public high school took the examinations for license as "first assistant in social studies," which would make him eligible for promotion. He passed in each of the various elements of the tests and was among eight successful applicants out of a total of 97 who took the tests. The board of examiners, however, had in force a by-law which stipulated that before granting a license the board would inspect the academic and professional record of each applicant, *noncompetitively*, and rate it "satisfactory," "insufficiently meritorious," or "unsatisfactory." Either of the latter two ratings would disqualify the applicant.

In this instance six of the seven board members voted to rate the applicant's record "insufficiently meritorious"; the seventh voted "satisfactory."

REASONS FOR VOTES

Of the six who voted negatively, it appeared that three had based their judgments entirely upon a notation by one high school principal, who, in answering a form question, "Would you be happy to have the applicant on your staff?" had written, "No. Feel he is primarily a scholar interested in research. Teaching seems secondary interest. I hesitate to recommend the applicant for this license."

A fourth member said the applicant lacked frankness and made some equivocal statements when interviewed by the board. A fifth thought his record demonstrated "insufficient maturity and cooperativeness," and the sixth said he manifested "a selfish point of view and a tendency to twist the truth just a bit when questioned about extracurricular activities."

Proceeding under the New York Civil Practice Act, the teacher thus denied a license asked the trial court to grant an order compelling the board of examiners to certify that he had passed the examinations and had met the requirements for the license. He lost his case in the trial court and again in the appellate division but won a complete victory in the highest court of the state—the New York Court of Appeals—which reversed the decision and remitted the case to the trial court with direction to grant the relief requested.

The court of appeals pointed to Article V Section 6 of the New York constitution: "Appointments and promotions in the civil service of the state, and of all the civil divisions thereof, including cities and villages, shall be made according to merit and fitness to be ascertained, so far as possible, by examinations, which, so far as practicable, shall be *competitive*."

The by-law of the board of examiners, thought the court, is invalid because it specifies that each applicant's record shall be inspected *noncompetitively*.¹

A Maine case is much simpler. A union superintendent of schools employed a teacher to begin Jan. 13, 1947, and complete the school year. He knew she had no certificate as required by statute but told her it would be all right if she wrote to Augusta for an application form. She had previously held an appropriate certificate but had allowed it to expire. On January 24 the superintendent summarily discharged her.

In March she instituted a suit for damages as on breach of contract, claiming full salary from January 13 to the end of the school year. There was no evidence that she had applied for or received a certificate. On this

¹Cohen v. Fields et al., (N.Y.), 82 N.E. 2d 23 (1948), reversing Same, (N.Y. App. Div.), 78 N.Y.S. 2d 369 (1948).

state of facts, she was completely defeated by *nonsuit*, because a Maine statute not only requires teachers to have certificates but also makes it illegal to teach without one.²

In New York City, a by-law of the board of education specifies that the daily hours of work for teachers in vocational high schools shall be six hours and 30 minutes; and for teachers in academic high schools, five hours and 35 minutes, plus 40 minutes additional if deemed necessary by the principal.

The trial court has dismissed a petition for an order compelling the board to equalize the hours of service. The same question was decided a dozen years ago. At that time a New York court said, "The court ought not to interfere with the authority primarily responsible for the conduct of the schools unless there is palpable discrimination or arbitrary action detrimental to the individual or class."

Reaffirming that principle, today's court says that although the statutes embody the principle of equal work for equal pay, they contain no mandate that this must be applied in all cases under any and all conditions.³

RETIREMENT SYSTEM

The Montana State Teachers' Retirement System as created in 1937, under which teachers then in service automatically became members unless they indicated a contrary desire, is to those teachers an annuity contract, and not a gratuitous pension system.

Hence the 1937 provision that teachers withdrawing for reasons other than disability or retirement shall be paid the full amount of their previous contributions (5 per cent of their salaries withheld), plus interest at three-fourths of the regular rate, cannot be abrogated by a 1945 amendment which directs that in such cases the interest shall be paid not to the teacher but to the retirement accumulation fund.

The amendment is invalid as in violation of Article I Section 10 of the United States Constitution and Article III Section 11 of the Montana constitution, both of which prohibit the legislature from passing any law impairing the obligation of a contract.⁴

²Perkins v. Inhabitants of Town of Standish, (Me.), 62 A. 2d 321 (1948).

³Beer et al. v. Board of Education of City of New York, (N.Y. Sup.), 83 N.Y.S. 2d 485 (1948).

⁴Clark v. Ireland et al., (Mont.), 199 P. 2d 965 (1948).

SCHOOLHOUSE PLANNING



A stone and timber amphitheater is desirable wherever it fits into the topography and the naturalistic landscape of the school site. This facility can be used by both school and community. It can serve as an outdoor classroom and for such activities as assemblies, music programs, pageants and other dramatic projects. Amphitheaters are included in the following four school sites described in this portfolio: Barrington, Kildeer and Palatine, Ill., and Reno, Nev.

THE SITE

Examples of SITE PLANNING, with emphasis on

the 50 acre community-high school recreation area in Reno

SITE PLANNING is a prerequisite to the development of any tract of land—whether for public, semi-public, institutional, commercial or private use. Regardless of which purpose the site is to serve and whether it is as small as one-third of an acre or as large as 30 acres, many requirements must be taken care of by designing *use areas* within the property.

In site planning of a residential property, for example, it is necessary to determine the most satisfactory locations for the house, walks, driveway, garage, service yard, play area, lawn areas, and other requirements. The places for these various residential facilities are decided after study of the advantages and limitations of topography, trees and other surface features, near-by buildings, views, utility lines, and front walk and street alignment.

INTEGRATED PLANNING

The architect and the landscape architect integrate their planning in order to assure that the finished unit will be integrated. The architects define and relate various areas of interior use—the living and activity center, sleeping and quiet areas, cooking and service section, and any special facilities that may be dictated by the family's way of life—to the property by providing access, service facilities, vistas, landscape treatment, gardens and play areas.

The site designed to get the best of sun, breeze, topography and pleasing views affords the most effective and economical use of the land for interior and exterior purposes.

This example of site planning on a small scale is magnified when one attempts to design for highly organized or complex uses, such as for schools, parks, civic centers, libraries, garden apartments, and subdivisions.

The areas of minimum use that are likely to be required for any develop-

JOHN McFADZEAN

McFadzean, Everly and Associates
Community Planning Consultants
Landscape Architects-Engineers
Winnetka, Ill.

ment are structures, parking, drives, walks and open spaces, all carefully planned and related in order to achieve the highest function in the most attractive setting.

FOUR ESSENTIALS

Factors in site planning that must be considered in every school development are *location and accessibility, size, physical characteristics, and utility installations*.

1. *Location and Accessibility.* The site must be centrally located with respect to the student population it is to serve and must be accessible to the children without their having to cross hazardous highways and railroads. It should not be isolated by physical barriers, such as industrial belts, streams and other impediments to travel not having sufficient through ways. A grade school should draw its enrollment from a radius of $\frac{1}{2}$ mile, an intermediate school, of 1 mile, and a high school, of $1\frac{1}{2}$ or 2 miles.

2. *Size.* The site must be adequate to provide space for areas and facilities needed for the present program and for possible future enlargement to parallel community growth. It should be designed as the center for recreation of all age groups after school hours and during the summer.

An elementary school site should be from 5 to 10 acres in size and should provide facilities for general neighborhood recreation. Adjacent to the junior high school there should be playfields for school and community use comprising from 10 to 20 acres. The high school should have a minimum of 20 acres for highly organized

athletics, physical education, and community sports.

3. *Physical Characteristics.* The shape of the tract, the undulations of the surface, and the natural features, such as trees, streams and rock, should be such that they lend themselves to effective use.

In general, a rectangular shape is highly adaptable for high school development. Building units can be placed at one end of the site, with physical education and intramural areas and general playfields situated in the center and accessible from the gymnasium and locker rooms, and with exhibition athletic facilities and other special facilities not in use daily at the far end of the site.

Elementary school sites should be designed from the same standpoint—with outdoor facilities used most frequently placed nearest the building. The surface of the land should be utilized so as to permit location of the building on a relatively high place, or to reserve level areas for playfield development, or to situate walks and drives along the natural contours.

If designing is done in conformance with the topography, the result is more pleasing to see and is less costly to develop. Existing trees, streams and rock areas should be preserved, if possible, to afford the important pleasures and educational gains to be derived from a beautiful natural setting.

4. *Utilities.* Installations and lines for water extension, sewers and communications will affect the plan for the site. Insofar as possible, the area should be designed to permit the most direct connection with these utilities.

Our modern programs of physical education and recreation dictate the need for functionally designed, spacious sites that include academic buildings and outdoor facilities for nature study, agriculture, day camping, arts and crafts, dramatics and court games,

as well as playfields for games and major sports.

Most educational systems have similar programs and facilities, but no two school site plans will be identical in spite of the fact that both may offer the same program. Each project is individualized by its native factors of location, size, physical characteristics, and enrollment.

CONNECTING LINKS

In relating outdoor and indoor facilities, architects must establish certain connections. Drives and walks must integrate the approach streets with the building entrances, service and unloading points, parking areas, and playfield areas. Parking should be provided adjacent to the wing of the building that houses the auditorium, meeting rooms, arts and crafts room, and other facilities that are to be used by the community.

Outdoor gymnasiums, which are paved multiple-use court areas for tennis, basketball, volleyball, badminton and general play, should be situated near the building and a parking area.

If the surrounding neighborhood is densely populated, the site should provide a preschool play area as well as a junior play area with apparatus placed on a tanbark and sand surface. Swings, slides, climbing and balancing devices, and other equipment, plus sand box, turf area for free play, spray pool, and paved track for wheel toys, should be provided. The junior play area is needed in the kindergarten and primary program. The preschool and junior areas receive intensive use during warm weather.

FACILITIES NEEDED

The elementary school should provide a large turf area for softball, speedball, soccer and other team games. The junior and senior high schools require several playfields, which include, in addition, space for football and track, baseball and field hockey.

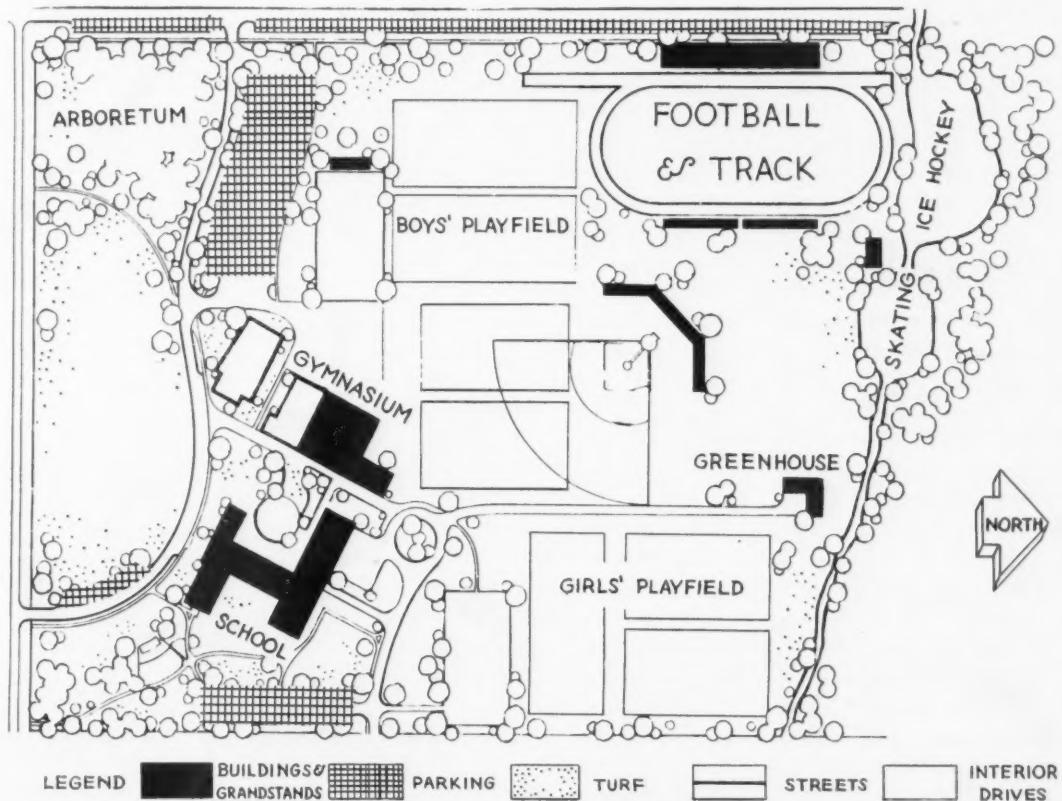
Nature study, agriculture and horticulture should be fostered by the inclusion of wooded areas, fields and garden plots. In some instances, students can help in the care of grounds as a part of the nature program.

Outdoor classrooms consisting of an amphitheater or a council ring in an attractive setting are desirable.

Other outdoor facilities incorporated in the site plan are dictated by the educational program, but the foregoing serve to indicate the variety of needs. A site plan represents a fusion of many factors, and the layout must evolve from a thorough study of the site's potentialities and the desired program, in keeping with local financial resources.

The site planner prepares a general development study indicating the location of the building units, playfields, outdoor gymnasiums, nature study areas, athletic fields, apparatus areas, trees and shrub groupings, fencing, parking areas, drives and walks.

All building and site development plans are preliminary until complete unification of the building and site is achieved by the building architect and site designer. When the site planner and architect turn to preparation of detailed construction drawings, there must be coordination of such items as grading, drainage, water extension,



The new consolidated high school now under construction at Barrington, Ill., has been located on a 73 acre site. The site plan includes separate physical education areas for boys and girls, five tennis courts for each sex, agricultural experiment plots, arboretum and nature study area, greenhouse, exhibition baseball

and football field, quarter-mile track with a 220 yard straightaway, and two ponds redesigned for ice hockey and general skating. Faculty and public parking space has been provided. East of the building is a stone and timber amphitheater similar to the one on page 33. The structure is designed to house 600 students.

irrigation, utilities and circulation. The site planner then prepares finished working drawings and specifications for the construction of all units, plus clearing the site, grading and drainage, sewer and water pipe laying, seeding and fertilizing, and base courses, and details of construction for the entire development, exclusive of buildings.

No community can conduct a good educational program under crowded, nonfunctional conditions. Poorly designed properties exist to public and private detriment and result in limited use, unsightliness and expensive maintenance. Costly mistakes can be avoided and fine community facilities assured if boards of education employ the site planner and the building architect to work together in translating the educational program into plans for the most effective use of the site for indoor and outdoor facilities.

An example of cooperative planning is now under construction in Nevada. It will give the high school students and adults of Reno a fully equipped

plant for education, physical and health education, and recreation.

The site for the center is approximately 50 acres of level desert land within the city limits and is bordered by fast growing subdivisions.

DESCRIPTION OF PLAN

Three-Part Plan. One-third of the total area will be occupied by the high school building with its spacious front lawn, access drives, service points, and parking areas.

The central portion of the property (comprising another third of the site) will be devoted to playfields and general activity areas, such as fields for softball, soccer and football and paved areas for court games.

The remaining third of the tract is designed as the exhibition area, with fields, grandstands and bleachers, and automobile parking areas for day or night use. It includes a baseball diamond and, adjacent to it, a football field and facilities for field events.

Integrated Areas and Facilities. Facilities for indoor and outdoor use

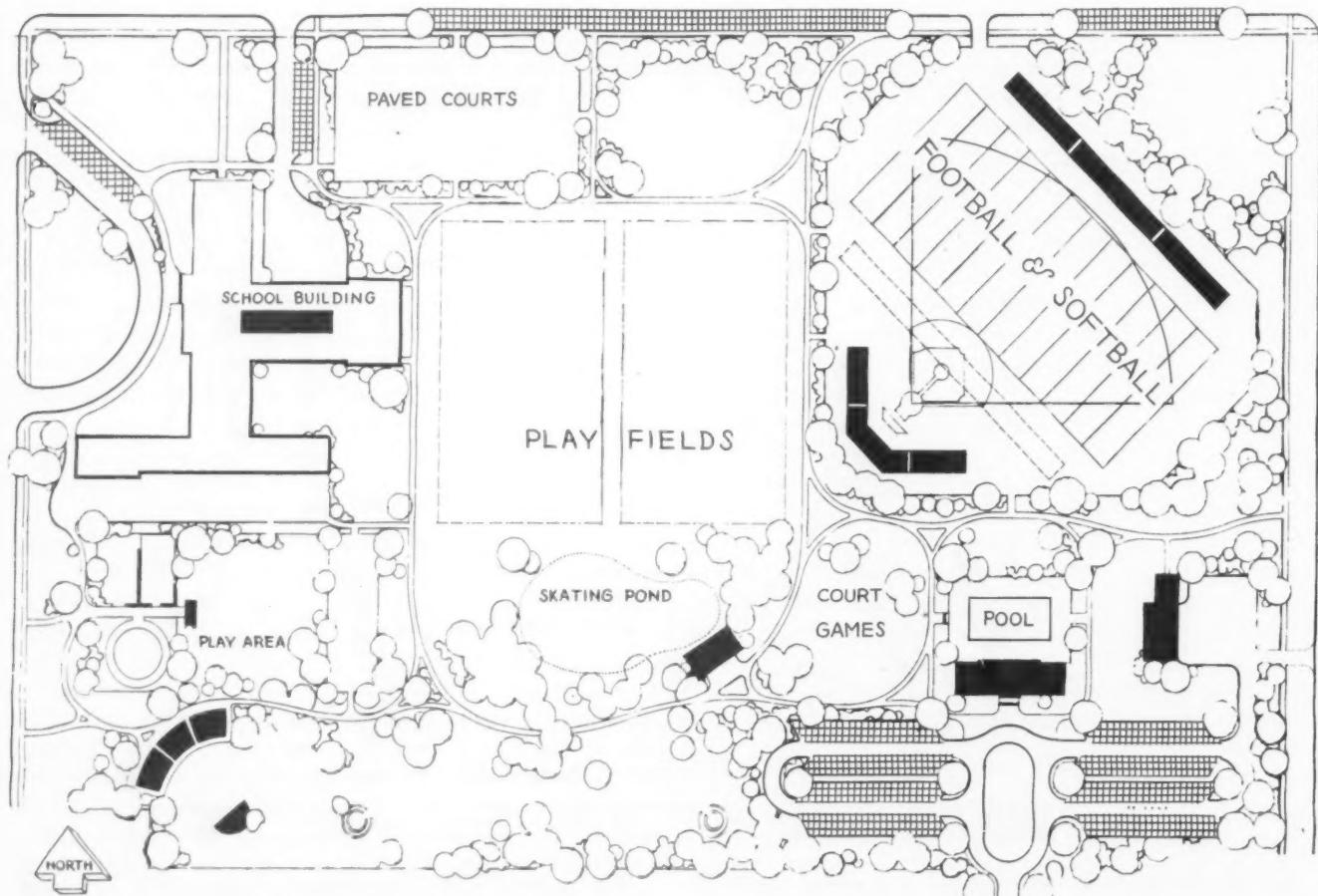
have been integrated in the plans for Reno's center.

Close association of the indoor gymnasium and locker facilities with the outdoor playfield area permits easy administration and access, with a saving in time, so essential in operating school curriculums. Location of a large auto parking area near the cafeteria, gymnasium and auditorium units will assure efficient traffic flow and parking.

The placement of the paved areas for court games in the layout is unusual not only because the areas are accessible to the building and parking area but because their location allows satisfactory supervision by the physical education-recreation directors who frequently wish to observe more than one activity at a time.

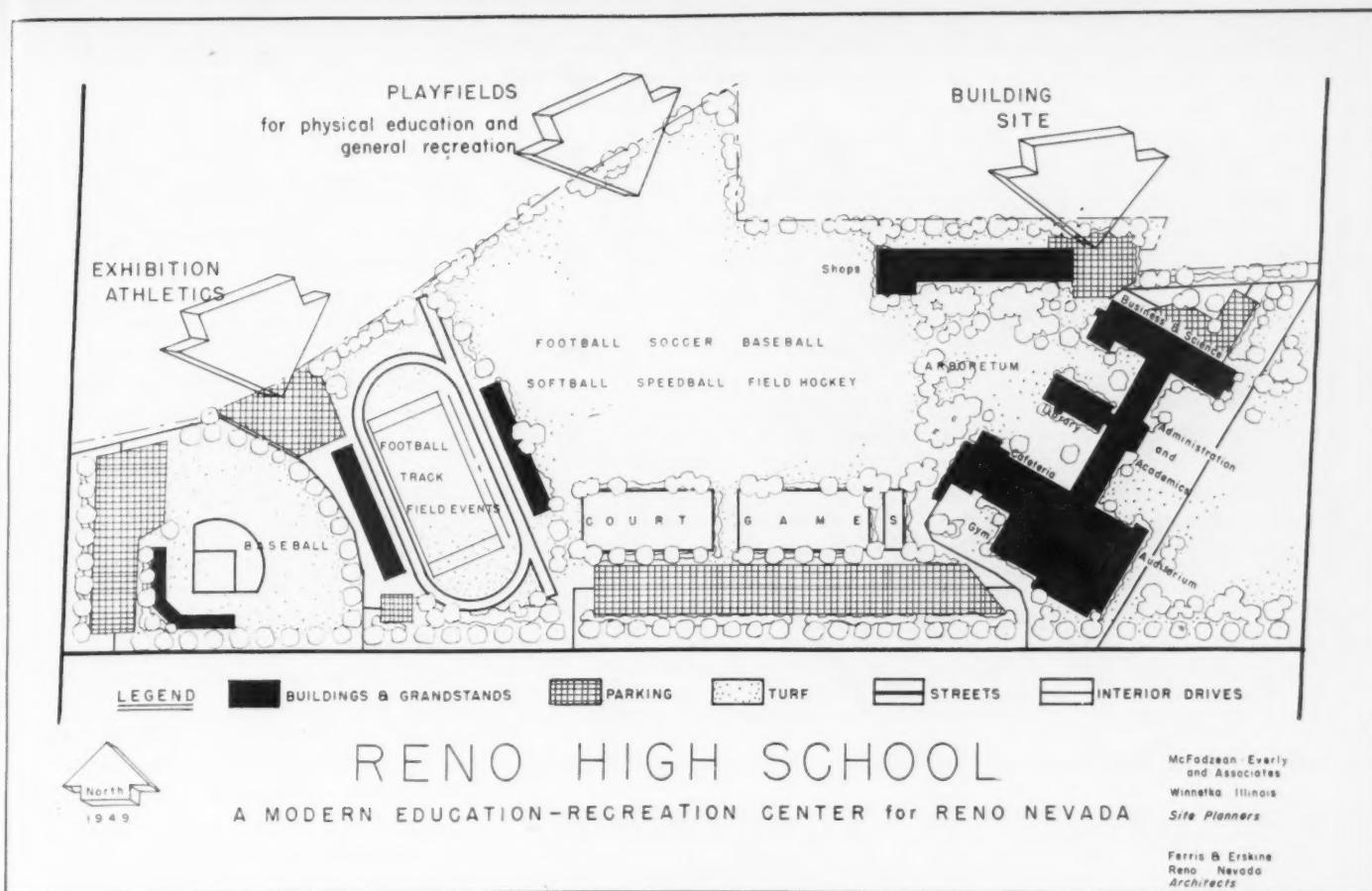
Another good feature is that the facilities which will be used least often will occupy the portion of the site most removed from the building. These are exhibition football and exhibition baseball and field events areas.

The Building. Ferris and Erskine,



An 18 acre park is adjacent to the 6 acre elementary school site at Palatine, Ill. The park district has assumed the cost of planning the entire 24 acre area. A preschool playground, apparatus area, wet weather

play area, and a modified playfield have been located near the school building. Lighted football and softball areas, outdoor swimming pool, picnic areas and an outdoor amphitheater have been located farther away.



RENO HIGH SCHOOL

A MODERN EDUCATION-RECREATION CENTER for RENO NEVADA

McFadzean-Everly
and Associates
Winnetka, Illinois
Site Planners

Ferris B. Erskine
Reno, Nevada
Architects

architects-engineers of Reno, have achieved a building design which is physically and psychologically helpful to the educational process. The design is based on the needs of the educational program and was developed after intensive study of curriculums. This masonry mass is not merely a building to house educational facilities. It is inspirational and expresses the aims of education, which are to foster individuals who are responsible, good, cooperative, healthy, intellectually curious, understanding, aware and appreciative.

The building is designed for an ultimate capacity of 2200 students. A special wing for adult education and general community recreation also will be built. A well organized system of walks and drives will be accessible to all areas.

Large Playfield Area. The playfield area for physical education, intramural activities, and general community recreation will be a spacious, irrigated turfed area with fields for football, soccer, baseball, softball, speedball and field hockey. It will have a park-like appearance and will be bordered by attractive tree and shrub plantations.

Outdoor Gymnasium Areas. A part of the playfield area near the school building will contain two outdoor

The high school at Reno, Nev., is on a 50 acre site of level desert land. The building, parking spaces, and lawns comprise one-third of the site; on the remainder are general activity and exhibition areas.

gymnasiums. The surface will be bituminous-macadem, a composition that improves with intensive use. It can be used even though bad weather may make the adjacent turf playfields unusable, and it is easily maintained. Capped pipe sleeves will be imbedded in the pavement to permit installation of different posts for various net games, such as tennis, volleyball, badminton, and to allow the removal of posts to make room for softball or other activities on the entire pavement.

Each outdoor gymnasium will be surrounded by a 12 foot fence enclosing an area equivalent in size to five tennis courts. Trees and shrubs around the areas will supply needed shade in addition to creating a pleasing appearance.

An unusual landscape feature is the turfed spectator area between the two gymnasiums. Slopes on two sides will give onlookers a place from which to watch tennis matches and other events being held on the courts.

Adjacent to the multiple-use gymnasiums, eight handball courts are

planned. Each court will be of the four walled type surfaced with concrete.

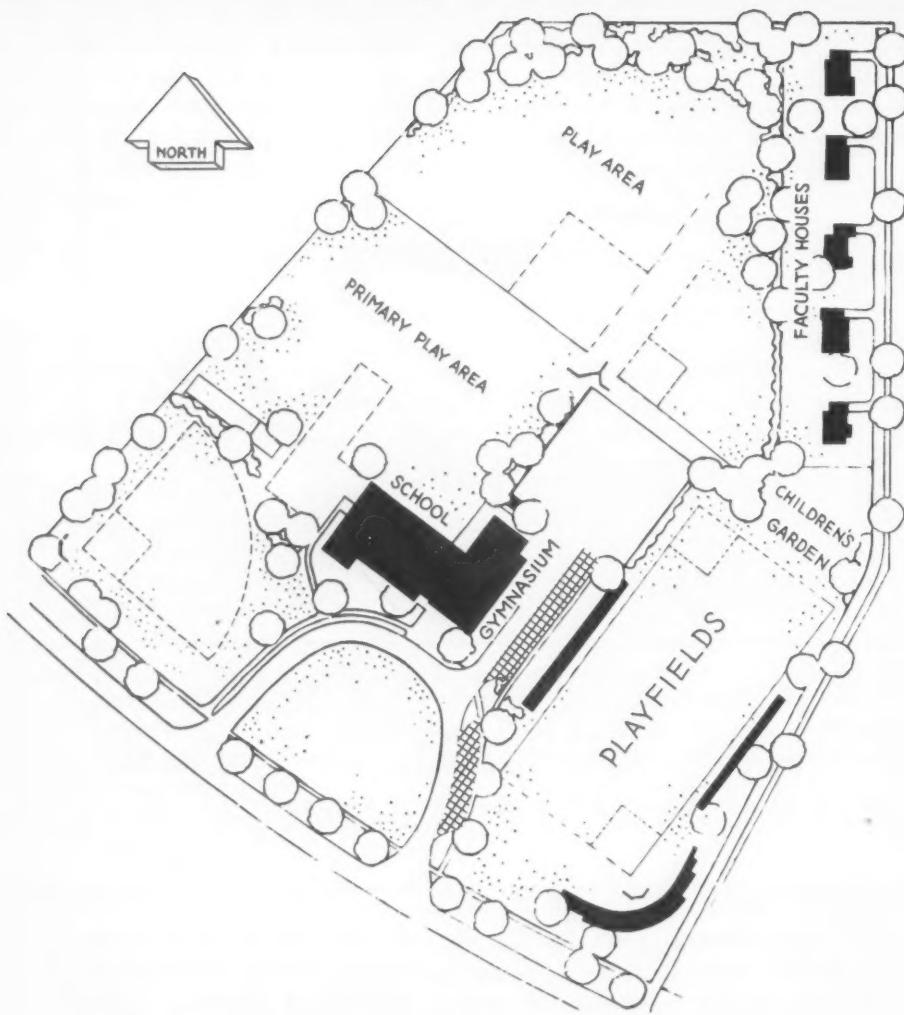
Exhibition Athletics. The exhibition football field, with track and facilities for field events, and the exhibition baseball diamond are separated from the school building by the spacious playfield area.

The football field will be equipped with floodlights for night use. A championship quarter-mile running track and a 220 yard straightaway will surround the field. Lanes and pits will be developed for running broad jump, pole vault, and running high jump.

The spectator grandstands planned for two sides of the football field will house grounds maintenance equipment, athletic equipment, concession stands, locker rooms, and toilet facilities.

The lighted baseball diamond with grandstand and dugouts will be served by hard-surfaced parking areas for spectators attending baseball and football games.

Arboretum. An arboretum is included in the site plan for Reno High



Kildeer Countryside School at Long Grove, Ill., replaces four one-room rural schools. The building, as well as the 10 acre site, will serve both school and community. Turf playfield areas are provided for physical education, and separate apparatus areas for various age groups. A large wet weather area and overflow parking are adjacent to the gymnasium-auditorium unit. There is a nature study and children's garden area; a parcel has been set aside for faculty housing.

School. This area will be located near the rear of the building. Students may eat their lunches there, stroll through the area or go there for nature appreciation studies. It will be an important educational tool for science class projects in the actual selection, layout, planting and care of trees, shrubs and vines. All plantations on the site will be selected so as to supplement the educational values of the arboretum.

Amphitheater. A rear interior court with its open side merging with the arboretum offered natural possibilities for an amphitheater. The area is now depressed in relation to the first floor level of the school building and would require extensive earth fill if the grade were to be brought to the building

level. On the other hand, careful grading of this natural bowl and development of a turf surface will yield an excellent outdoor facility for school and community use with a resultant saving of money for site development. The arboretum will constitute a beautiful backdrop against which to stage musical, oratorical and dramatic programs.

EVOLUTION OF THE PLAN

Beginning of Site Plan. The achievement of the site plan described above was made possible by the coordinated efforts of many individuals and groups. It is doubtful that a good plan for any area could be arrived at by mere layout of typical facilities within the limits of a given piece of property.

In the case of Reno, a long period of study and cooperation preceded site selection and drafting of plans. Ideas were exchanged and requirements discussed by numerous individuals and groups, including the board of school trustees, the school superintendent, the regional planning agency, a horticulturalist, an irrigation engineer, a local planning agency, a city engineer, and a zoning engineer. The city of Reno employs a planner whose primary job is to integrate the needs and studies of school, municipal, regional, park, zoning and other agencies.

Reno's forward-looking superintendent, Earl Wooster, School District No. 10, has devoted many years to working out policies for improved educational facilities in the public schools. Members of the board of trustees also worked enthusiastically on the project.

One of the first studies undertaken in the Reno project was a population survey. It involved an analysis of population density and an anticipation of future population distribution. Evidence of a shifting population center was revealed, and a future population center could be plotted near the fast growing west part of the city. It was, therefore, logical to select a site for the new high school in the vicinity of this residential growth.

The architects assimilated planning data that had been gathered by regional, county and local agencies in their studies of population, traffic and transportation, recreation, public open spaces, zoning and economy in order to determine the future rôle of this educational plant.

The site planner had special conferences with the city engineer, zoning engineer, regional planning agency, and the local planning agency about park and recreation facilities in the Reno area.

FACTORS IN PLANNING, DESIGN

The architect and site planner were closely associated during the design period. They held conferences, made field checks and carried on extensive correspondence between the site planner's office in Winnetka, Ill., and the architect's Reno office.

Reno's largest public park is near the high school site. This presents an opportunity for the future connection of the high school tract with the park, which is on the south bank of the Truckee River. It would entail acquisition and development of approximately 25 acres of land sepa-

rating the two. The combined areas of the 50 acre high school, the 25 acre undeveloped section, and the 50 acre park would total approximately 125 acres of educational-recreational space.

The soundness of a scheme such as this is supported by nationally accepted standards which recommend that a city the size of Reno should maintain a total of 300 to 350 acres of outdoor space for physical and health education and recreation (active and "inactive").

This possibility increased the desirability of the high school site, which also had met site selection standards in terms of location and accessibility, size, topography, land utilization, and costs for property, development, operation and maintenance.

IRREGULAR SITE ADVANTAGEOUS

The matter of traffic and accessibility was discussed by the planners and city officials. As a result of their discussions, the plan commission recommended that a new street be established along the south boundary of the high school property. A traffic survey revealed the need for increasing the width of South Verdi Road, which is the main approach to the school building.

The size of this available property had met the minimum acreage requirements for the school plant. Although the shape of the tract is somewhat peculiar, it did not hinder design. In fact, the design that evolved is interesting, functional and attractive.

The generally level topography presented nearly ideal conditions for design. The irregularity of the ground at the rear interior court of the building was taken advantage of in the planning of the amphitheater.

The site when acquired by the school board was in a natural state except that there was a transcontinental telephone line across the property. This will be moved to another place or installed underground.

Local conditions of geology, climate and soil influenced the planner's work. The curriculum in this western school system, however, is the same as that in any other high school in the United States. Educational requirements are translated into the same areas and facilities as exist anywhere else.

The Reno climate is extremely arid (less than 8 inches of rainfall annually). Water will be brought to the site through city water mains

and by an elaborate irrigation system. The fertility of the soil has been ascertained by a careful soil analysis of the entire site.

The provision for plant materials is an important part of the design of the area. Turf is the surface for football and baseball fields and other playgrounds. Trees allow the needed protection from sun, wind and dust. Also, trees, shrubs and turf constitute a background against which the eye can readily spot moving objects such as baseballs.

Tree and shrub borders and groupings offer the planner the most pleasing and naturalistic means of segregating outdoor areas. Beautiful trees and shrubs surrounding an area such as the outdoor gymnasiums create an intimate enclosure that is attractive and enjoyable.

The trees, shrubs, vines and ground covers chosen for the site have been

proved to flourish in the locality. Prof. P. A. Lehenbauer, formerly of the University of Nevada horticultural department, compiled the plant list.

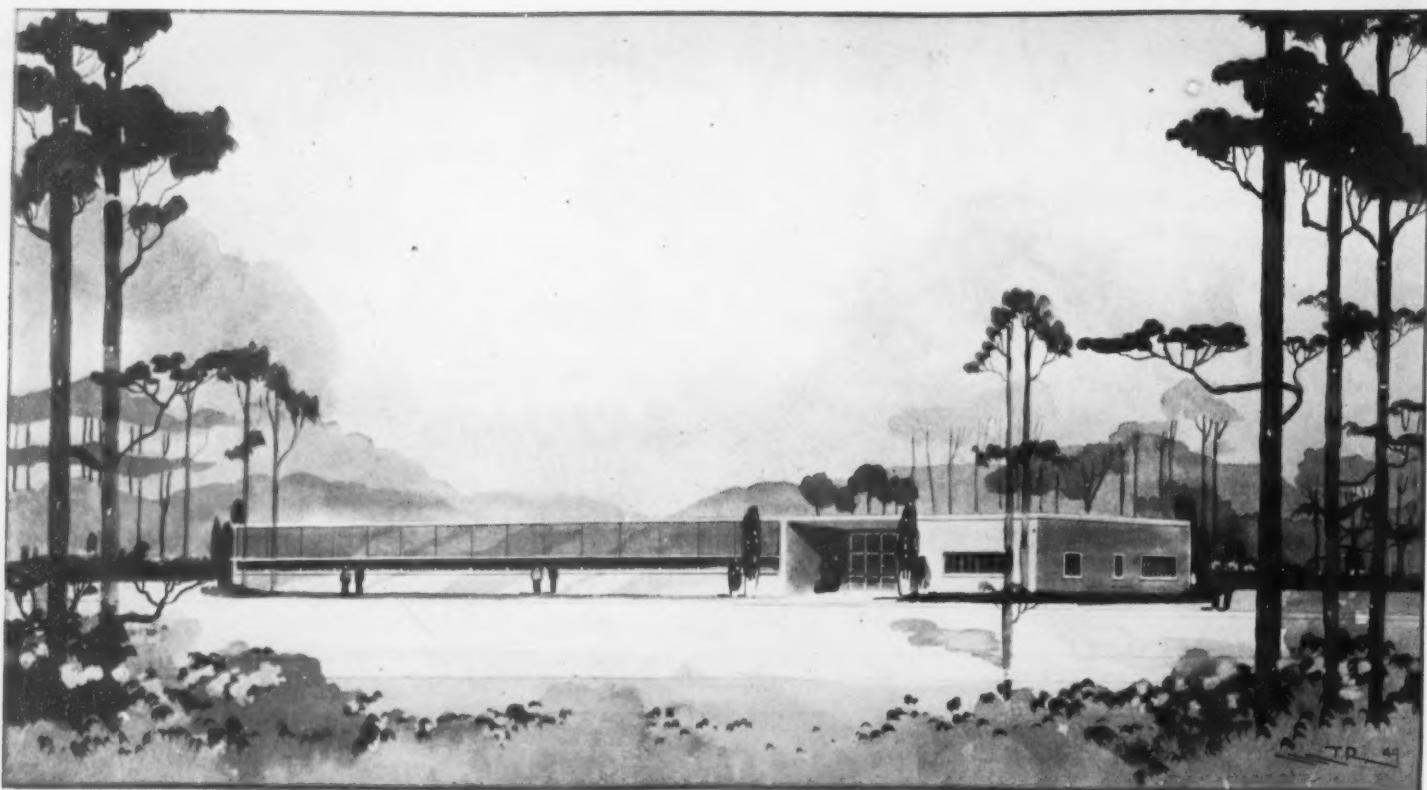
The selected materials include, among the larger trees, ash, maple, locust, oak, elm, poplar, linden and plane, and, among the smaller trees, crabapple, hawthorne, cherry, willow, Chinese maple, and mountain ash. Evergreens, such as juniper and cedar, are employed as accents in the design. Such shrubs as lilac, spirea, honeysuckle, forsythia, barberry, privet, dogwood, mock orange, quince, weigela and elders also were planted.

This development not only is of educational and recreational value to the city of Reno but will encourage desirable community growth in this section, thereby appreciating assessed valuations, which have a direct bearing on tax income benefiting the entire community.



Quaker Ridge Elementary School, Scarsdale, N.Y.

Located near the rear of a 15 acre site is this new elementary school, illustrating the countrywide trend toward larger sites for educational units of all types. Designed by Architect Howard S. Patterson and his associate Francis Keally, in collaboration with N. L. Engelhardt, educational consultant, the building is so located that it can be easily expanded horizontally at either end. Walls are of sand finished Colonial red brick with marble sills and entrance archway. Sloping roofs are of slate in graduated thicknesses and variegated colors. Flat roofs are of membrane or copper. First floor ceilings are insulated. The structure cost \$250,000, \$1836 per pupil, and 75 cents per cubic foot.



MODEST AND MODERN

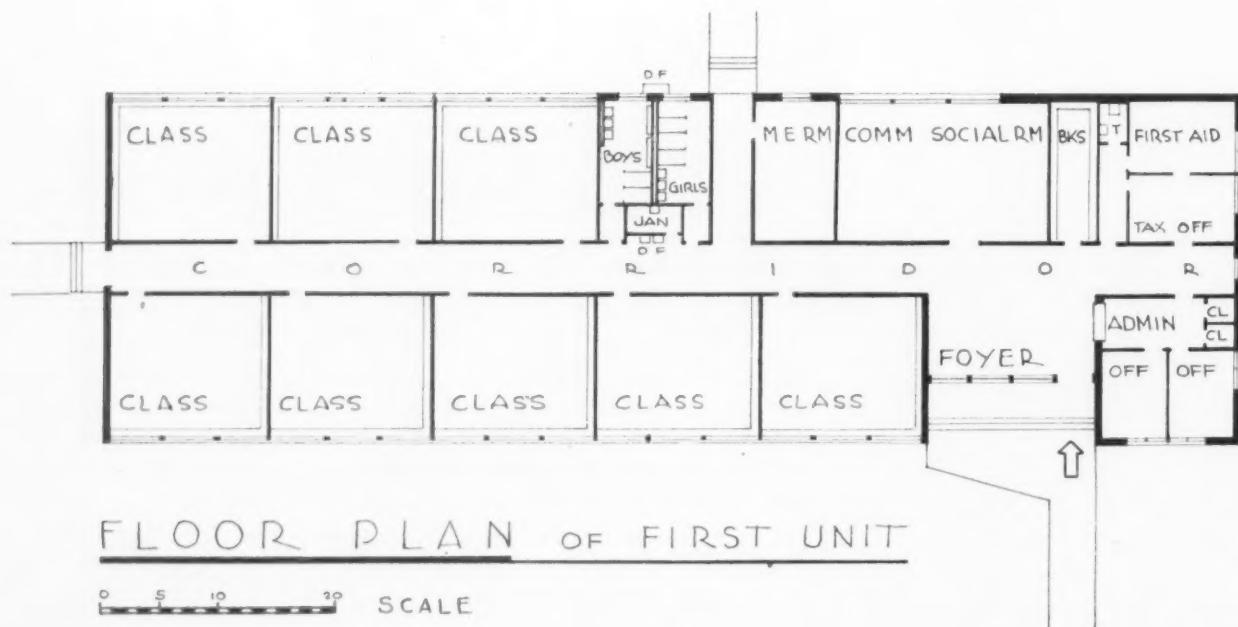
Small Texas school to serve children, adults and eventually high school pupils

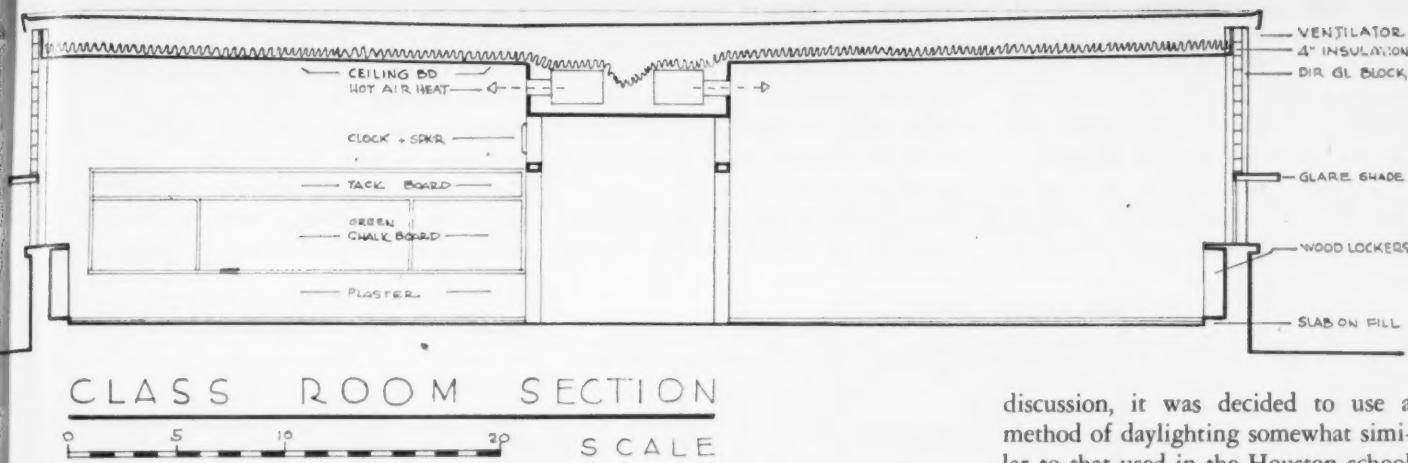
GOLEMON & ROLFE

Architects, Houston and Beaumont, Tex.

THE problems of programming, planning, financing and building the small school are the same in Bridge City, Tex., as they are elsewhere. Individual communities add their particular local problems, but the basic problem remains.

However, the differences are important because they do reflect the regional problems of climate, orientation and local materials which serve to make a building program different. It is this individuality, this difference, that makes its impact felt wherever the architectural handling is effective, straightforward and simple.





Bridge City is a small community located between Port Arthur and Orange, Tex. The community consists of townspeople and of those who live on small tracts of land outside of the congested areas where there is heavy industrialization. Although located in a rich region, the community is not rich and has to think and plan accordingly—particularly in regard to its school program.

The superintendent of the Bridge City School, Grover Die, and the board are to be commended all the more, therefore, for their determination to see their children housed in a first-class, although modest, school building that also is suitable for the essential community life.

The program at Bridge City revolved around community and school. The immediate problem was to finance and build a first unit to house eight classrooms, a community room, a book room, offices for administration and tax collection, a first-aid unit, including lavatory, and lavatories for the pupils and public. It was early decided that the community room, the public foyer, and the toilets should be arranged so that evening meetings and other assemblies could be held in the first unit, with more facilities to be included in future units.

The future program includes the adding of the high school, of a suitable auditorium, with adequate kitchen and serving facilities, which could be used for community purposes, and of a gymnasium for the school and community recreation program.

This looking toward the future naturally required a master plan study to determine where and how these units were to be placed in relation to the present part of the building program. Play areas, recreation zones, parking and general landscaping of

the area were determined in the master plan study, which will be kept flexible to meet needs as they develop.

The site, 650 by 1000 feet, fronting on a highway, is adequate for these present and future needs.

The building of the first unit was determined by the local ability to bond the community in the amount of \$140,000 for the building proper. However, the bids were lower than had been anticipated, so that the first unit will cost around \$125,000.

After we had made preliminary studies, it was agreed that the first or basic unit would include those items already mentioned in the program, together with adequate hot air heating for humidity control and the other necessary services noted on the plan, including a water well and a sewage disposal system.

Having completed in Houston our first school using the Darell B. Harmon technic, we suggested that method as preferable to the conventional design. Supt. Die, Allen Hebert, board president, and other board members decided to visit the Houston school.

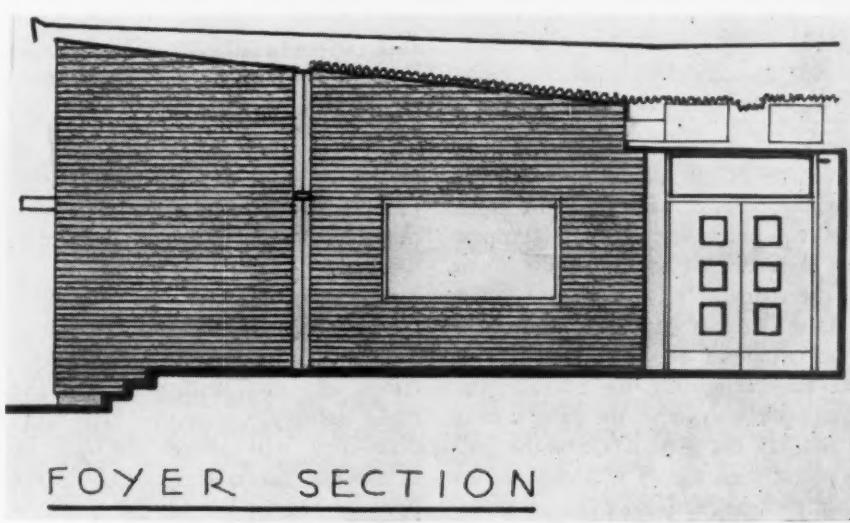
After this visit and considerable

discussion, it was decided to use a method of daylighting somewhat similar to that used in the Houston school but more moderate in cost. We then prepared preliminary studies to meet the final budget as set by the bond issue. The resulting studies were developed, based on a current local cost unit of approximately \$12 a square foot.

Since the Harmon plan of daylighting classrooms makes it possible to use whatever orientation the site affords, the rooms were placed both to the north and south. Future rooms will be built on the east and west sides of the building. This flexibility allows greater freedom in planning and also permits greater variety of light and color in the rooms.

The architects feel that this variety of room atmosphere provides the kind of environment that is beneficial to all people and particularly to children. The classrooms will be painted green, blue, yellow or rose. The paint will be of high luminosity for reflecting surfaces.

The foundation system in the first Bridge City unit includes spot footings, spread at the bottom, and grade beams with cross tie beams where necessary to stiffen the structure. The inside corridor walls are load bearing.



The walls in which glass blocks are used are steel framed. The built-up roof is framed with bar joists with a concrete slab. The first floor slab rests on fill at a level sufficiently higher than natural grade to prevent flooding.

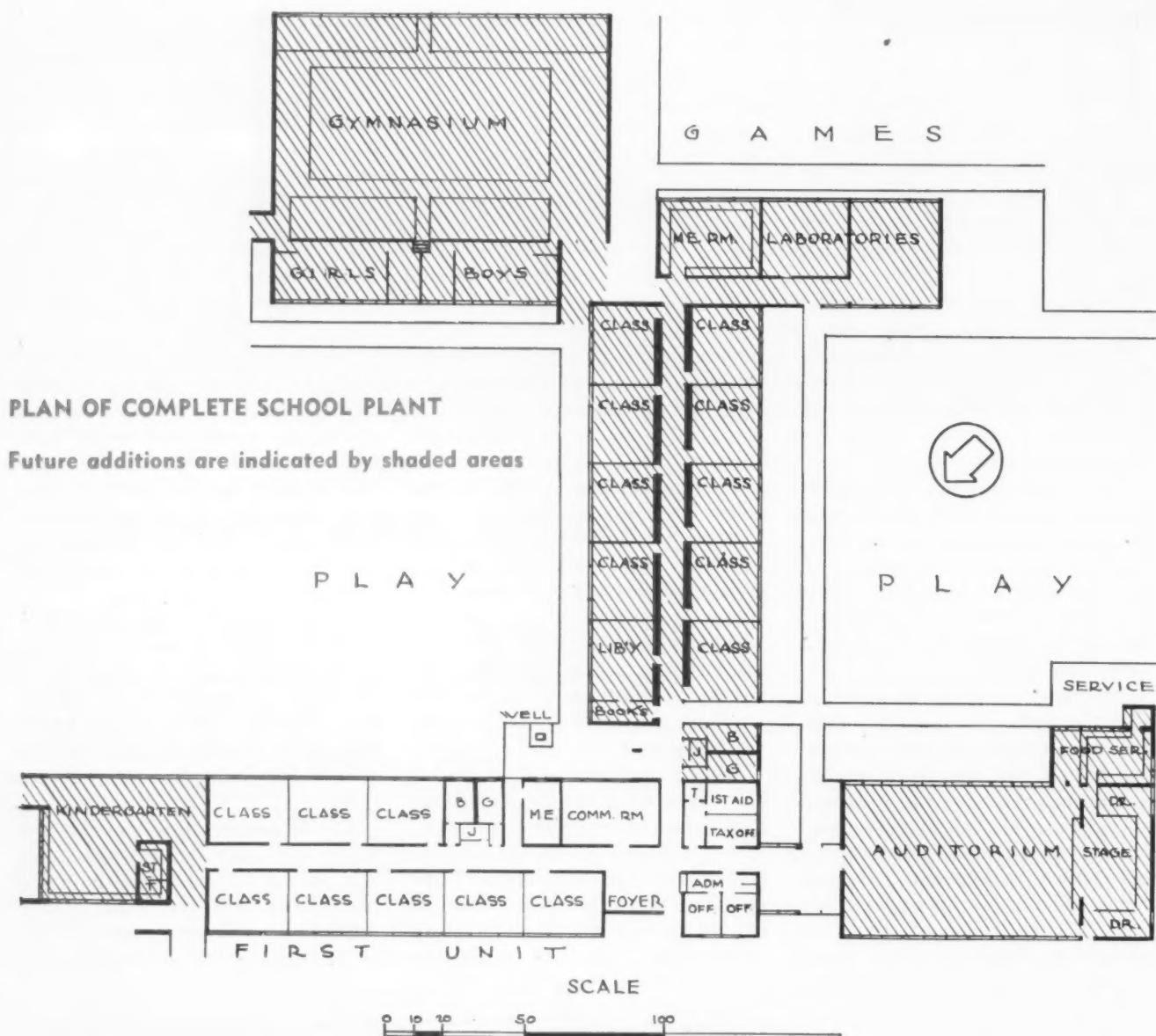
Exterior walls are of face brick, backed with featherweight concrete block. The walls are plastered on the

room ratio at the task level of as little as 1 to 1.35 on bright days and of 1 to 3.5 on dark days. The lower window area permits the opening of the entire wall on warm days. A canopy allows the windows to stand open even during the frequent rains.

Heating is of the hot air type because of the high humidity. Cross

will be no shady pockets in the rooms to afford high illumination contrasts.

The rooms will be so softly lighted during the day that one entering the room for the first time will think it necessary to turn on the lights. But the light meter will tell another story, the story of brightness without glare and contrast, of good seeing, of pleas-



inside to allow the use of high reflective paint. Ceilings are finished with acoustical board and left as white as possible. Chalkboards are light green and require a yellow chalk to eliminate the high contrast between color values in the room.

Directional glass block above running windows allows complete wall use for daylighting the rooms. The upper portion catches the light, directs it through the glass block to the ceiling, and then allows it to fall to the task surfaces and floor for a cross-

ventilation may be obtained by the use of transoms at the hall sides of the rooms. Fans in the heating system provide booster ventilation. The windows will be of steel or aluminum, whichever the budget permits.

When the building is completed, the color harmony will make it attractive and fresh looking. It is architecture of today, with good day and night lighting a necessity. The light desk tops will afford task surface brightness that is sympathetic to the light colored asphalt tile floors. There

ing environment that begins with the human body and ends there.

In such an environment, the pupil does not have to go through tortuous adjustments as in the past to make proper corrections. An adjusted body in an adjusted environment makes thinking, working, creating and learning much simpler, much more possible, and much more fun. We have reason to believe that reduced eye and body strains and improved health are a direct result of this kind of contemporary school.



PRACTICAL HELP ON BUILDING and MAINTENANCE

PLANNING AND MODERNIZING THE SCHOOL PLANT. By Merle A. Stoneman and Knute O. Broady, associate professor of school administration and director of extension division, respectively, University of Nebraska, and Alanson D. Brainard, assistant superintendent of schools, Dearborn, Mich. University of Nebraska Press, Lincoln 8. 1949. Pp. 328.

THIS book fills a long felt need of school administrators faced with building problems in small communities and in many respects will prove helpful to administrators in larger communities. It is intended primarily for the guidance of superintendents with little experience with building problems who often must deal with architects who also have had only limited experience in designing school buildings. The authors point out that as a result of the inexperience of superintendents:

"Buildings have . . . been planned almost entirely by architects, and checked only by superintendents, few of whom are fully versed in school building problems, and by the board members who have had little experience or training in educational planning. Architects are seldom able to concentrate on school buildings and practically never are educational experts. Frequently, therefore, school buildings have been erected without the assistance of any individual qualified by either training or experience to determine the building needs of a community and recommend provisions to be made."

FOR LARGER SCHOOLS, TOO

It is to meet this situation that the book was written. While the book represents a distinct contribution in the field of building planning and construction in small communities, it contains a wealth of suggestions pertaining to details of schoolhouse construction and maintenance, varying all the way from the choice of a site to specifications for painting, which should prove equally helpful in large communities.

Not the least of the authors' contributions is that they have brought together under one cover an abundance of material dealing with the multitudinous problems of building planning, construction and maintenance. To obtain the necessary data on all of the matters treated in the book would require resources not likely to be available except in a graduate school of education.

GOOD UTILIZATION OF SPACE

The authors have made a commendable effort to ensure a high degree of space utilization in small buildings, which has long been a problem in communities that seek to provide a rich variety of curricular and extracurricular offerings but have limited enrollments. The book should prove a valuable guide in planning a structure which will provide adequate and at the same time economical and efficient housing of the curricular requirements of the small community. The critical reader will find few important phases of schoolhouse construction which have not been adequately treated.

In support of their position on numerous points, the authors have wisely quoted freely from recognized authorities in the field of schoolhouse design, construction and maintenance, among them Cannon, Hamon, Harmon, Scherer, Strayer, Englehardt and Womrath.

In the main, the proposed standards will no doubt prove acceptable to authorities in the field. In a few instances, however, they may be questioned on the ground that they are not supported by adequate research or that equally valid, if not superior, alternatives might have been proposed. In some cases the proposed solution would create other objectionable prob-

lems, as, for example, in the case of the recommendation that "doors leading into toilets should be provided with grilles that permit air to be drawn in from the corridor."

While the authors have attempted throughout to set forth best practices, they have not entirely escaped the pitfalls resulting from dogmatic statements, even though these are based upon prevailing practice at the time. For example, they insist that "under no consideration does it seem advisable to lower classroom ceilings below 11 feet 6 inches." Latest trends, however, are in the direction of ceiling heights of less than 10 feet 6 inches.

MAINTENANCE GUIDE

Adverse criticism may be made of the format of the book and for the failure to use a more modern style of type face. Lettering on several of the drawings is difficult to read. The floor plans shown on pages 131, 132 and 133 are also open to criticism because of the placing of educational units at the ends of the corridors, thus blocking future expansion and shutting off exits from corridor ends. The plan of the gymnasium-auditorium and stage section in each instance is such that in the case of capacity audiences a considerable portion of the crowd would have an unsatisfactory view of the stage.

The book on the whole, however, is excellent for the purposes intended by its authors. It will serve not only as a useful guide in planning new buildings and in the modernization of old structures but also in dealing with problems of building maintenance. University instructors in school buildings courses should find it valuable for reference purposes.—W. W. THEISEN, superintendent *pro tem*, Milwaukee.

SCHOOLS OF YESTERYEAR

weren't nearly so good as grandfather says

A. R. MEAD

Director, Bureau of Educational Research
University of Florida

learning to spell, read, write and compute as well as they did when he went to school—a statement he could not prove and the principal could not refute because of a lack of evidence.

Rarely is reference made to behavior of children except when some juvenile delinquent faces the legal authorities. Then the voices say, "The schools have no discipline." "The kids' are not made to behave. They do as they please." "The schools require nothing from the children."

Are the schools today giving a quality of educational service inferior to



Acme

"Work while you work and play while you play. That is the way to be cheerful and gay." So it says on this blackboard of the Nineties.

THE little red schoolhouse lacked almost every material and academic tool," wrote Stanley High in the December 1947 *Reader's Digest*. "But it had one thing for which neither money nor degrees can compensate—moral purpose. . . . Our forefathers believed that education necessarily produced better people. Their kind of education did."

Mr. High's claim is an example of statements that tend to recur in and out of print. It is part of a broad assumption that schools of other days

were much better than schools of today. Such claims or statements appear in various forms, such as:

"The children who come from our schools can neither spell nor write. In my day, the children learned these things."

"The schools don't do a good job on the fundamentals. The 3 Rs should return to the schools as they used to be when a much better job was done."

A legislator in Florida told a city elementary principal that the children in the elementary schools were not

that of yesterday? This is not a question that can be answered by a simple negative or affirmative. Schools, teachers and children live today under conditions much different from those under which our forefathers lived.

I began teaching in 1899 and taught in schools such as Mr. High refers to with nostalgia. I also spent parts of seven years in short terms—never more than six months—as a pupil in such schools. . . .

The general picture of schools today will show proportionately more sensitiveness to infractions of the moral code and more willingness to improve conditions than existed among the products of those one-room schools, I

believe. Who exploited the American Indians of New England, the South, the Middle West? Who are listed today as the Robber Barons of industry and commerce? And whose ethics guided them?

In my experience as a teacher for several years in public schools before 1905, I recall no single experience even remotely concerned with the great ethical and social problems of the past or of the then present—with two exceptions, the evil of drunkenness and the evil of human slavery. *Morality consisted of obedience to the rules and orders of one's elders.*

In many schools today the programs of instruction not only make the children aware of social and moral problems but also help them to develop an ethical basis for dealing with such problems. Most schools need to improve in this respect.

Perhaps comparing the schools of the "good old days" with those of today would be valuable. Two rural villages from the different periods, but similar in many other respects, are contrasted here.

Community Characteristics

1870-90. Rural farming, mills for staves and hoops.

1940-47. Rural, with turpentine farming and one lumber mill.

The Public School

1870-90. One teacher, 60 pupils. School ungraded; children grouped into classes on the basis of the textbooks in reading they used.

1940-47. Five teachers, 160 pupils. Twelve school years in school program. Pupils classified into grades and into other groups for other purposes.

Training of Teachers

1870-90. Teachers attended one-room rural schools and occasional teachers' institutes.

1940-47. All have three or more years of college work.

Moral Character of Teachers

1870-90. Satisfactory, as a rule, for common moralities; one very superstitious; one with vicious temper and subject to fierce fits of anger which he vented upon the children. Teachers unaware of exploitation then going on in our country. Severe discipline, as a rule, with little or no conception of school's function in improving social behavior. Little or no concern for social and physical welfare of children and community.

1940-47. Excellent as to common moralities; none very superstitious; none with ungovernable temper. Teachers aware of past waste and exploitation and keenly aware of need for human and economic conservation. Teachers think of school program as concerned with acquisition of so-called fundamental good citizenship and high quality social behavior. Group much concerned about social, emotional, ethical and physical welfare of children and community.

Reading by Teachers

1870-90. As a rule, teachers did not read periodicals and current books.

1940-47. All read two or more periodicals and some current books.

Permanency of Staff

1870-90. Teacher rarely taught more than one "term" and then moved on to some other place. This made impossible any consecutive, well planned program.

1940-47. Teachers remained in this school for a period of three years before anyone left. This made possible the development of a school program.

Amount of Schooling

1870-90. Typical school year: four months in winter and six weeks in summer. Attendance: probably 80 per cent of the children of school age, 6 to 16, and very irregular.

1940-47. Typical school year: nine months. Attendance: close to 90 per cent of children of school age, 6 to 16.

Play Activities

1870-90. Unsupervised.

1940-47. Supervised, and children taught many games and other forms of healthful recreation.

Participation of School Community

1870-90. Negligible.

1940-47. Much and usually excellent.

The comparisons could be continued as to building, health and other items, but enough has been said to show that conditions are better now. The average school today is, in my judgment, much superior to the "good old school." I am willing to have the products of the two compared for school achievements in fundamentals, in moral behavior, in ethical understanding, in health, and in awareness of current problems.

In seeking information about the development of free schools in Connecticut and Michigan before 1876, I

found numerous complaints about the character of teachers in the small district schools, with, of course, occasional exceptions. My own maternal grandmother taught school in Ohio about 1830 to 1840 and established a reputation for good teaching, for \$1.25 a week, in a primitive log building with puncheon floors and furniture.

In his book, "Founding of the American Public School System," Paul Monroe adds more evidence. New England's Colonial schoolteachers for the secondary level were of good repute. Less can be said for those who taught the rudiments in dame and town schools.

William A. Maddox, in "Free School Idea in Virginia," refers several times to elementary teachers of the pre-Civil War period as "disreputable" and often "mere transients."

POORLY QUALIFIED TEACHER

In the several reports in which Horace Mann and Henry Barnard made recommendations for the improvement of the schools, the central figure was the teacher in the one-room school, poorly qualified and poorly paid.

Willard S. Elsbree's discussion in "The American Teacher" of school discipline in the pre-Civil War period shows that teaching and ruling by brute force were largely the practice, even though such men as Page took a moderate position and favored a different approach. This type of discipline is not known to improve social awareness and social behavior.

In commenting on freedom of teaching, Dr. Elsbree tells of numerous cases in which certain groups have disapproved of teachers because of the latters' awareness of social and economic evils and their attempts to help youth understand these conditions. These cases usually concern *high school* teachers, but they indicate a growing awareness of the importance of social ethics and its relation to education.

There is some evidence that makes possible comparisons of achievements of older schools and of the schools of more recent decades. Perhaps the best known is that published in "Then and Now in Education" by Caldwell. Present-day school children were given the same tests that were prepared and used in schools some years ago. The results for the two different periods were generally favorable to today's schools.

Mrs. Blanche Daughtrey made a study similar to the one reported in

"Then and Now in Education." She gave standardized tests recently in the same Florida schools in which those tests were administered in 1928. She found that (1) in one school the scores were higher today than in 1928 in all grades but one; (2) in one county system, with scattered representation of schools, the children's scores were lower than they were in 1928; (3) in another miscellaneous group of schools the children's scores were better than they were in 1928.

On the whole, the more recent scores were higher, but should be improved.

The same Florida schools were doing many things in 1947 that they were not doing in 1928. In 1928 none of the schools involved had a school lunch program, a health service, health instruction, supervised play, school library services, a wide reading program, or parent-teacher conferences or associations.

Let us give all due credit to the one-room school teachers of earlier genera-

tions, but let us also remember that most of them could hardly be considered great examples in any way.

When these teachers did exhibit moral fervor, they could show no recognition of the great social immoralities of their times. They usually had no chance to learn of these wrongs—they did little or no reading; they had no training beyond that of the school in which they taught; they had no contacts with conditions elsewhere.

These teachers, when concerned with morals, directed their energy to the behavior of children while in school and taught them such precepts as the Ten Commandments and "Honesty is the best policy." But of the brutishness of the frontier and the exploitation of economic goods they understood but little.

The instruction was as good as could be expected, so far as reading, writing, spelling and arithmetic were concerned. But, with short terms and poor teachers, high achievement could not be expected of the majority of children. As an example, I recall a one-room school in which about 60 children were enrolled. Five or 10 were good spellers, and all the others were poor spellers. What was true of spelling was true also of reading and arithmetic.

MORE SENTIMENT THAN FACTS

The elementary schools of today include a great variety of conditions and many differing types of teachers. They have, in many cases, serious deficiencies and cannot provide the wide variety of services demanded by the society in which we live.

Yet, with all their deficiencies, there are many who not only are good teachers of subject matter but also are sensitive to social and economic injustices. However, this characteristic is not widely enough distributed among our teachers at present.

People who feel more sentiment than they possess facts tend to regard the schools they attended and the schools their parents and grandparents attended (or avoided attending) as the really good schools. They should compare the services of those schools with the wide array of services provided by elementary schools of today. They should compare the teaching of the fundamentals then and now, instead of accepting a few cases as indicative of the education offered by the present elementary school.

WHAT MAKES A GOOD LEADER?

Ohio State University is trying to find out

WHAT makes a school administrator tick is being analyzed at Ohio State University. The research, part of a leadership study, is under the supervision of the personnel research board of the university, of which Carroll L. Shartle is executive secretary.

The educational phase of the leadership studies is directed at present toward study of executive positions in educational institutions. This research is being financed in part by a grant of \$45,000 from the Rockefeller Foundation, allotted on a three-year basis.

The O.S.U. studies began with interviews with executives in the armed services and in industry. The complex process of determining what makes a good leader for any of various types of groups, and how he should be selected and trained, is a matter awaiting the completion of extensive researches still in progress.

Research methods of numerous scientific fields are being brought to bear on the 10 year program. The areas represented at present are anthropology, business organization, economics, education, industrial engineering, psychology and sociology. All the studies now under way—in the armed services, industry and education—are directed toward finding improved methods of studying problems of administration, organization and leadership in the various groups existing in a democratic society.

Comprehensive new studies of leadership in a democracy indicate that "leadership is not a unitary human trait but is rather the function of a

complex of individual, group and organizational factors in interaction," says Dr. Shartle. "It is true that leadership resides in individuals but only by virtue of their interaction with other persons. Complex as the problem seems, and is, we must know its comprehensive story if democracy is to survive."

At present the staff of eight research associates and assistants, with numerous consultants, is developing ways of measuring leader behavior and factors related to it. The construction of questionnaires, scales and schedules has been based on studies ranging from submarine conditions to those in high school classrooms.

Probably the most striking aspect of the thought behind the present research is the inclusiveness of its approach. It is emphasized that no single academic approach can furnish "the answer" to so complex and crucial a problem.

A special planning committee for the educational studies is headed by Ward G. Reeder, professor of education, O.S.U. This committee reviews plans for research, makes interim suggestions for improvement, and appraises the results obtained.

Other committee members are J. B. Edmonson, dean of the school of education, University of Michigan; Alonzo G. Grace, former commissioner of education, Connecticut; Frank Sparks, president, Wabash College; Francis L. Bacon, professor of education, University of California at Los Angeles, and Willard E. Goslin, superintendent, Pasadena, Calif.

Chalk Dust

SUPERINTENDENT'S ALMANAC

*Summer troubles everywhere,
Schoolrooms groaning for repair,
Buildings now disintegrate,
Patched too little and too late.
As the census figures zoom
Where're you going to find the room?
Budget slowly running dry,
Thus, my masters, dawns July.*

« »

ALICE IN WONDERLAND

IX—Alice Goes to the Races

"FASTER, faster," cried the Red Queen to Alice, "if you want to be a superintendent of schools you have got to run faster and faster."

That must be what makes the poor things look so harried, thought Alice. "Why do they run so?" she asked.

The Red Queen looked at her pityingly.

"They must keep up with the parade," she said. "Their child-development experts think up new places to go, and by the time the superintendents get there the curriculum people have changed the scenery so they are right back where they started."

Alice began to feel tired at the thought of it.

"Faster, faster," yelled the Red Queen. "We have to get where the credits and degrees grow if we are going to stay in the race."

"I can't make it," gasped Alice.

"Oh, yes, you can," snapped the Red Queen grimly. "The taxpayers are barking at your heels, and they will grab your little budget if you don't hurry."

They went so fast that at last they seemed to skim through the air, hardly touching the ground with their



feet. The most curious part of the thing was that, however fast they went, they never seemed to pass anything. Suddenly, just as Alice was getting quite exhausted, they stopped, and she found herself sitting on the ground, breathless and giddy.

The Queen propped her up against a tree and said puzzlingly, "You are finished now; we just got through commencement."

Temporarily, it was all so peaceful that Alice heaved a sigh of relief. A few pressure groups hovered yon and hither in the sky, and a flock of thousands of brand new doctors of education from Columbia, looking for nests of elementary school principals, cawed in the distance. But no one paid them much attention.

Suddenly a group of superintendents dashed by, gasping and pushing.

"Where are they going?" asked Alice.

"Toward their Objective, of course," said the Red Queen. "They have just finished reading the latest books on educational leadership."

"Where is their Objective?" said Alice curiously.

"Oh that" said the Red Queen contemptuously. "They passed it 5 miles back."

« »

PERSONAL NOTE

I SUSPECT that the Pollsters have come another cropper since their merry debacle last November. A recent solemn survey of theirs concludes that human beings are the most forgetful people on earth. It states that 25 per cent of the populace forgets what is said within 24 hours, 50 per cent forgets a conversation within two days, and 97 per cent can't remember what was said after one week.

Brother, that ain't my experience as a school superintendent! Ten years ago I told a mildly naughty story before an audience of a thousand nodding heads. Not a month goes by but I am quoted, and the story gets worse at every quote.

Some years back I told Johnnie Rosenberry that if he didn't study harder he would never amount to anything. He was not impressed. Last year he was elected senator, and his memory of my remarks is very good. That, too, is the same year I told Mrs. Balter (one of the less enthusiastic of my supporters) that she would be sorry if I resigned, and I informed my successor that not even a ring-tailed monkey could get along with that particular community. She wasn't, and he did, and they both remember.

Last night some psychologist gave me a simple explanation of this confused business, but I'm dashed if I can remember what he said.



Miss Kosegarten chats with two new seventh graders

GUIDANCE PROGRAM for the SUMMER MONTHS

MARY F. KOSEGARTEN

Guidance Counselor
Junior High School, Oceanside, N.Y.

A SUMMER guidance service for school children has demonstrated its value and popularity at Oceanside, N.Y. Inaugurated in the summer of 1947, it was expanded in 1948 and is again offered this summer.

From the first day, there were more children seeking help than there were time and space to accommodate them. The counselor set up headquarters in a village store used as a center for courses in secondary distributive education during the school year.

The counselor tried to find the causes of problems and to correct them if possible. For example, two groups of seventh and eighth grade youngsters who were failing or near failing in mathematics reported to the center twice each week for group remedial instruction and once each week for individual help. No bells rang for the passing of classes, and students remained until they completed the lesson for the day without errors.

At first this was a tedious assignment for a few, but in time the neatness, speed and accuracy of the two groups advanced beyond the counselor's expectations. Most of these pupils had been chronic absentees. Only two attendance records for the summer months were imperfect, and those two records were above 95 per cent.

Parents who had in some cases doubted the wisdom of this new "summer school" stopped in to express their thanks for the improvement they had noticed in their children's understanding. The following year every member showed definite improvement in mathematics, both in class work and in standard achievement tests.

Surely, a program that will set these 30-odd students straight in a subject field that they will use the rest of their lives was a sound investment.

Other children from the first grade up were given individual help in reading and spelling.

One student so helped was a 16 year old girl who found, when she applied for a full-time job, that she could not read the application form without the help of the interviewer. Daily help in reading not only assisted her to obtain a suitable job but also opened the way to new leisure time pursuits, such as reading the daily newspapers with understanding and enjoying young women's magazines. In addition, she began to take part in family discussions around the dinner table, to the pleased surprise of her parents who had judged her "unusually quiet."

Children who had been ill for long periods of time the preceding school year found the guidance center an excellent place in which to catch up. A number of students with superior records came in for advanced assign-

ments or to seek information about scholarships and college requirements.

Information was sought by adults, who were often referred to guidance services for veterans in the area or to other specific centers of information. In all, there were more than 800 calls for help, and more than 100 persons were interviewed at least once. Follow-up was a definite principle of the service.

Happy with their first attempt to make the summer profitable for a portion of the student body, the board of education last year sponsored six weeks of summer instruction with five local teachers in charge. A clinic helped senior high school students with reading difficulties; another class was for junior high students. Three teachers worked with small groups of elementary school children.

1949 PROGRAM

This summer, teachers are available for a six weeks' period to help any child from the third grade through senior high school, on almost any subject. The instruction to be provided will be informal and will be tailored to individual needs. High school counselors will be available one evening each week at their respective offices in the junior and senior high school buildings to meet with parents or students who wish to stop in for an informal chat. If testing or further consultation is desired, appointments will be made.

In the senior high school, a large number of visitors are young adults seeking further training beyond high school or wishing to complete a particular course they were unable to take during the day program of the school year.

Summer guidance, so successful that it has become normal established service, was possible only because a superintendent of schools with an idea said, in effect, to a school counselor with a problem, "Work it out your way. The board and I are behind you."

Guidance during the summer months has all sorts of possibilities for an alert community. A full program would assist persons with their avocational interests, allow gifted students to enrich their school-time programs, offer recreational advantages under wise supervision, and always, of course, help those children who need the extra push and lift that only persons with understanding and love will find the patience to give.

SCIENCE MUST TEACH

ETHICAL VALUES

THE university should be one place in society where various interests and values can be examined and weighed for clear-cut conclusions; its rôle is not to take over the functions of the church but to criticize and appreciate religious values.

This conclusion evolved from the three-day Faculty Consultation on the Place of Religion in Higher Education held at Western Reserve University, Cleveland, in the spring. Consultant for the occasion was Howard B. Jefferson, president of Clark University, Worcester, Mass.

Expression of opinion was widespread and lively, and some important issues became sharp and clear. Among these were (1) authoritarianism in education *versus* intellectual freedom; (2) the problem of whether college teachers have a right to teach values and a religious interpretation of their subject matter in the classroom, and (3) the issue of whether religious truth can be taught without involving the Babel of denominationalism.

Dr. Jefferson suggested that the two main points of educators' criticism of the past performance of higher education were the lack of unity in the educational program and the ignoring of the problem of values.

On these two points, he held, it is difficult to effect a cure without coming face to face with the central problem of religion.

RELIGION IN DISPUTE

During the discussion of the natural sciences and religion, the question was raised as to whether moral and spiritual values should be brought up in natural science classes.

The opinion of the panel was divided. One side said that, because a teacher is in a position of authority, the subject of religion should not be brought up in class but teachers could discuss it with students if the latter took the initiative after class, when the teacher speaks as another human being. The other side contended that

questions on religion are bound to come to the students' minds at certain points when they are studying the natural sciences and the professor can anticipate such questions and discuss religion in the classroom, giving his own opinion on the subject.

All agreed that religion is larger than departmental barriers and that science must teach ethical values.

In the faculty discussion, the problem of the gap between Sunday religious values and weekday values was pointed out, and an answer was offered in the form of sociological religion which could bridge the gap.

COLLEGES HAVE OBLIGATION

At the concluding session, Dr. Jefferson said colleges had an obligation to take the problem of values as seriously as they take the problem of truth with regard to facts.

"We in education circles must be careful to realize we are not to take over the functions of the church," he emphasized. "The church's function is that of nurturing the religious life so far as belief and conduct are concerned and winning from its adherents renewed allegiance to these beliefs and ideals.

"The institutions of higher education are not engaged in this kind of enterprise. Frequently in the discussions of these three days the statement was made that there must be an absolute freedom of inquiry and free market of ideas. The university should be one place in society where various interests and values can be examined and weighed for clear-cut conclusions. Our obligation is to bring before the students these ideals and faiths on which our civilization has been based."

Dr. Jefferson's participation was made possible through the Edward W. Hazen Foundation, joint sponsor of the meeting with the American Council on Education, the National Council of Religion in Higher Education, and Western Reserve University.—Reported by LOUISE KULKA.

TREE STARVATION

could strip your school grounds

AUGUST P. BEILMANN

Manager of Arboretum
Missouri Botanical Garden

THE intrinsic value of the shade trees surrounding a school building or on the school property is second only to that of the building. Therefore, the preservation of the trees should be given as much attention as is given the maintenance of the building.

Shade trees must be pruned to remove dead and dying branches. Aside from any beneficial effect to the tree—and there are some—pruning may be viewed only from the safety angle. Trees must also be sprayed to control insects and diseases or they weaken, become host to an increasing list of enemies and die. Large valuable trees may require the protection of lightning rods, and they often need additional bracing and cabling as insurance against sleet and windstorm damage.

NEED FOR FOOD

Important as are these practices, they become secondary to the need to supply food for growth. The most carefully pruned tree can die of starvation, and a dwindling food supply has contributed to the death of more trees than has lightning or sleet storms. Usually great diligence is exercised in

keeping the grounds well groomed; the grass is cut, fallen leaves are raked and disposed of, and all branches are picked up.

These activities create an unfavorable environment for trees; they hasten the destruction of humus and thereby set the stage for slow starvation. A declining tree grows less and less in trunk diameter and shoot growth each year. One of the best checks on the vigor of a tree is an examination of the shoots. If a branch growing in full sunlight is compared with a similar branch from a tree in a good wood lot, it is possible to determine the relative vigor of the lawn tree. Most shade trees produce shoots from 6 to 8 inches long each year; a growth rate less than half of that is a danger signal: immediate attention needed.

There are just two materials suitable for tree feeding: organic manures (protein fertilizers) and commercial plant foods (nonprotein fertilizers). The organic manures (stable, tankage, seed meals, sludge, compost) have many advantages if a tree is so located that their use is not objectionable. They are most effective if applied in huge quantities, either as a mulch or

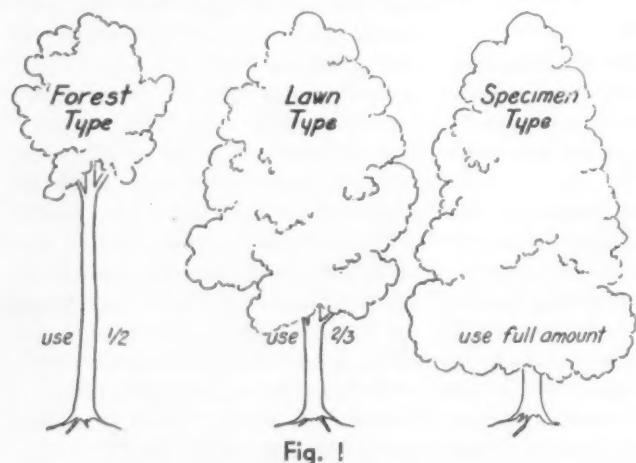
thoroughly worked into the soil. As a mulch they help maintain a uniform moisture supply, restore some of the soil flora, assist aeration and furnish a continuous supply of nutrients. About the same advantages follow their incorporation in the soil, except that not often can such large quantities be used.

This method of feeding a tree usually calls for hiding the disturbance at the base of the trunk. This can often be done by planting ground covers, suitable for the locality, after the work is finished and then by making an annual surface application of leaf mold during ensuing years.

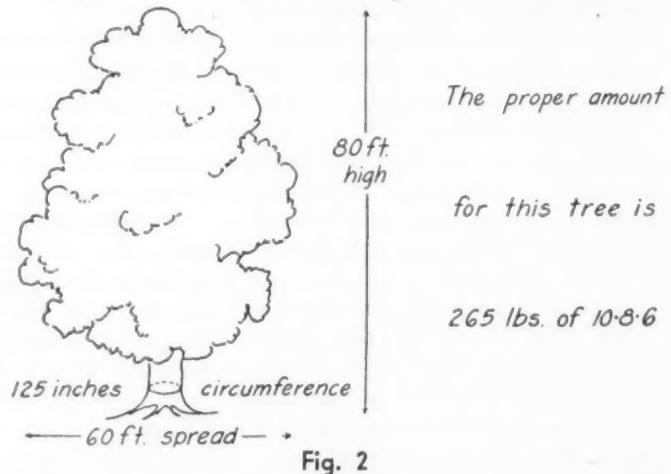
COMMERCIAL FERTILIZERS

If a tree cannot be mulched or the soil completely rebuilt through the use of manures, it is necessary to resort to commercial fertilizers for the needed nutrients. These fertilizers are quickly applied, easy to handle and give dependable results. They are available in normal times for field crops, lawns, roses, orchards and shade trees. To be of value for shade tree use they must contain about 50 per cent of the total available plant food in the form of nitrogen. This ele-

Fertilizer Requirements are Based on Tree Types



How Fertilizer Dosage is Calculated



ment is usually the limiting factor in tree growth and must be supplied in greater quantity than either phosphorus or potash. These three elements usually supply the common nutrient deficiencies.

An excellent formula for shade trees is one containing 10 per cent nitrogen, 8 per cent phosphorus, and 6 per cent potash. This is called a "10-8-6" fertilizer by the trade. Such materials can be worked into the soil, but they are most effective if applied in the root area below spade depth. If they are water soluble types, they are immediately available to the plant when placed from 12 to 30 inches below the surface.

The commonest method of applying such fertilizers is to use a punch bar to make holes about 3 feet apart in concentric circles, 30 inches apart, and from 12 to 30 inches deep. The first row of holes begins just beyond the heavy roots near the trunk, the next is 30 inches outside this circle and so on until the last round is well

beyond the branch tips. A power driven earth auger or even a posthole digger can be used in place of the punch bar.

Another method is to dissolve the fertilizer in the tank of a power sprayer and force it underground through a small pipe fitted with a handle and valve.

SPRING BEST TIME

Spring is the most satisfactory time to feed trees although later applications will do no harm. If a fertilizer is applied at a time when the tree cannot use it, some will be lost through leaching, the only objection to summer or fall feeding.

The proper amount of plant food to give a tree is a controversial matter. If we keep in mind the great amount accepted by a starving tree and reduce it if the patient is not near death from malnutrition, we shall have little trouble using the following formula. Many hundreds of trees were measured to find some rule of

thumb to show the size of the tree and how it differed from its neighbors. Finally, three measurements were taken and, when added together, the sum was translated as the number of pounds of 10-8-6 fertilizer needed by a starving tree of that size.*

Here is the formula: the height and the branch spread (both in feet) are added (Fig. 2) to the circumference in inches and the sum is the pound weight of food required. Less is to be used for a lawn tree with a higher crown (Fig. 1) and still less for a forest tree with a much smaller top. The amount may be reduced if a tree is in better health, and less may be needed if a tree has been stimulated in preceding years.

It will do little good, however, to apply less fertilizer than is necessary to start the tree toward vigorous growth. One heavy feeding will last for years while light applications will be needed annually without ever stimulating the tree beyond the borderline of starvation.

Disposal of Fluorescent Light Tubes

WHILE fluorescent tubes in use are not dangerous and there should be no prejudice against their installation, hazards do exist when the tubes are broken.

That warning was issued by John V. Grimaldi, industrial safety director of the accident prevention department, Association of Casualty and Surety Companies.

The tubes are coated on the inside with phosphor, which often contains a salt of the metal beryllium. When the glass is shattered, cuts by fragments of glass coated with beryllium salt may result in granuloma, a benign tumor of the skin. Inhalation of the dust from broken tubes may cause lung trouble.

As a practical safety measure, Mr. Grimaldi suggested that a worn-out fluorescent lighting or television tube, before being discarded, should be placed in the carton containing the replacement. Care should be taken that the box does not protrude from the trash can or other receptacle in

such a way as to be smashed easily.

The New York City health authorities have adopted this list of precautions for disposing of burned-out lamps:

Keep discarded tubes away from children. Never break tubes or place them in incinerators. Deliver them directly to refuse collection trucks.

Should a tube be broken, sweep up the fragments and wrap them in heavy paper. Never handle broken fragments without gloves. If cut by a broken tube, you should consult a doctor immediately.

A safety pamphlet issued by the Association of Casualty and Surety Companies lists precautions that should be taken by persons who must destroy the lamps in quantity.

1. Goggles or other safeguards for the eyes should be worn to provide the greatest protection possible from flying glass.

2. Sturdy gloves should be worn.

3. Small numbers of lamps should be broken out of doors, preferably in

a waste container or in a waste disposal area.

4. Operators should stand with the wind at their backs so that toxic dust and vapors are blown away from them. Each operator, if possible, should also be equipped with an approved respirator.

5. Lamps also may be broken under water in a barrel or trough so that dust does not enter the air and danger of flying glass from the broken tubes is eliminated.

6. When large numbers of lamps are to be smashed indoors, a ventilated hood should be used to draw dusts and vapors out of the building. An isolated room should be chosen for the location of this hood.

7. Final disposal of the broken lamps should be made so that the public is protected from dangerous exposure. Lamps should be buried in a dump or deposited under water being used for disposal of industrial wastes, so that the dust cannot be disturbed and distributed throughout the community.

Audio-Visual Aids



Films must be available when they are needed for class work to be of most value to the teacher.

The kind of **HELP THAT TEACHERS WANT**

for more effective use of audio-visual methods

MOST educators now give lip-service to the use of a variety of audio-visual materials in teaching. But both teachers and administrators are unsure about the answers to many questions. What organizational pattern shall be followed? Is a full-time director needed? How great a per pupil expenditure is justified? How can we set up an effective in-service training program?

We have long needed an authoritative source from which we can get standards, a philosophy, and an organizational pattern which will be readily accepted by all. The 48th Yearbook of the National Society for the Study of Education will provide that accepted authority for educators throughout the nation. Here in one volume we now have a comprehensive and thoughtful treatment of audio-visual materials and methods by many authorities in the field.

We recognize, of course, that equally thoughtful and authoritative articles

WILLIAM G. HART

Director, Audio-Visual Instruction
Dearborn, Mich.

and books have previously been published, by these same writers and others. But no previous publication can provide the backing for the hard pressed superintendent or coordinator that he now will have when he can say to his board or his teachers: "This is in accordance with the minimum program recommended by the 48th yearbook."

And certainly American education will benefit from the concept, reiterated in many ways in the yearbook, of a rich variety of teaching materials, which, because of their very effectiveness, make it essential that we re-evaluate our educational methods and goals.

What are some of the disturbing problems in the audio-visual field, problems the yearbook considers?

In the first place, there are the problems resulting from a lack of understanding of the field, by administrators and by teachers. These are vexing problems of finances, of administration, of utilization.

Most superintendents recognize the need for a director of the audio-visual program. But, in too many instances, these directors are simply teachers assigned because they have a vacant period or two and are "handy with equipment." Such teachers, with limited time and no specialized training, seldom go beyond the mechanical function of "booking films."

Involved here is the whole concept of the function of the audio-visual director. Is he merely a checker-in-and-out of films? Or should he provide vigorous leadership toward more effective use of many teaching materials?

If we are committed to the latter goal, then the qualifications of the director become exceedingly demand-

ing. Such a teacher must know the sources of a wide variety of teaching materials. He must be familiar with projection equipment. He must be able to organize efficiently the circulation of materials. He must be thoroughly familiar with the local curriculum. He must be skillful in working with teachers. He must sell his board of education and his community on the program.

Certainly this calls for the best trained and most skillful teacher available. And, in thinking through these implications, we now have yearbook standards to guide us in determining administrative time, finances and other details important in setting up an effective program.

A second group of problems results from the slowness with which some teachers recognize and accept new materials and methods—a characteristic known in physics books as inertia. It is an easily verified fact that too large a percentage of teachers show little interest in using even those materials that are made readily available to them. Even more disturbing are the great majority of teachers who give lip-service to the advantages of audio-visual materials but who seem to move with painful slowness into actual use of these materials.

What are the reasons for this slow acceptance? Are teachers actually uninterested in new materials? What are the "blocks" that prevent some teachers from using audio-visual methods?

For the last two years I have been collecting information on this subject from Michigan teachers. These teachers indicate a surprising awareness of

the values of the new teaching tools now available. The factors that prevent teachers from using these tools are not theoretical in nature. They are lack of experiences which can be provided by an alert director with a vigorous in-service training program.

THREE EXPERIENCES NEEDED

On the basis of several hundred replies, these are the three experiences most needed by teachers:

1. They want firsthand experience in operating equipment. Many teachers indicate actual fear of many kinds of projection equipment.
2. They want opportunities to view a large number of available materials in their own field.
3. They want to learn how to make their own materials.

Further problems in this field result from the lack of adequate training in audio-visual materials in most teacher training institutions. Not more than one new teacher in 10, according to a yearbook estimate, receives a minimum of preparation in audio-visual work. This means, to borrow a yearbook comparison, that our colleges are still turning out teachers who are as relatively unprepared as is a doctor who knows nothing of sulfa or penicillin.

Finally, there are problems resulting from the very effectiveness of audio-visual materials. There is the very real danger that teachers will use these tools in their teaching but use them uncritically, merely to teach better an outmoded and unimaginative cur-

riculum. They may, for example, use audio-visual materials to teach more effectively a purely factual curriculum, unrelated to the problems of daily living.

An appreciation of the potentialities of audio-visual materials makes it quite clear that we must re-evaluate our approach to learning. Fortunately, by nature these materials include elements which tend to encourage fresh approaches to the educational process.

For example, a history film such as "Winning Our Independence" leaves with pupils an emotional residue and enthusiasm which are seldom satisfied with the mere learning of history names and dates. The film "Human Growth" contains information, but it also demonstrates a challenging and fresh approach to sex education.

And a search for costumes, dramatic materials, field trips, and the like inevitably draw a community more closely into the learning process.

What are the implications of all this for the audio-visual director and his program? How can the director and his staff set up a program that will meet these problems and result in a sound and effective audio-visual service? Here are some guideposts that may help.

First of all, there should be a long-term plan. This kind of planning will emphasize a number of important principles.

1. An inventory of present audio-visual resources is a fruitful starting point. Such a stock-taking will usually reveal a surprising number of items already on hand—material such as pictures, slides, stereographs, records and costumes. Often, these materials

All materials must be selected in a democratic way. Here a committee of teachers discusses films.





Operating clinics are a "must" for an effective audio-visual program.

have had little general use in the school or in the school system.

2. A local library is essential. Unless materials are available to teachers precisely when they are needed, much of their value is lost. This fact points up the need for a local collection of materials. Obviously, the materials that will be purchased will be those that are basic to the curriculum, materials that will be used repeatedly. It is safe to predict that a thoughtfully planned local library will include not merely films and other projected materials but also a wide range of other items, such as flat pictures, recordings, dramatic scripts, charts and costumes. Fortunately, materials for this local library can be selected much more satisfactorily than they could be formerly.

VARIETY OF FILMS

In recent years producers have greatly increased the variety of their offerings, and many source publications have become available. Today it is perfectly feasible for an audio-visual department to determine its needs and to set out deliberately to find teaching materials where they are most needed—in areas such as beginning arithmetic, health or the people of Italy.

In addition to the local library, a rental program will certainly be needed for many films, and possibly other materials, which are used only occasionally by teachers.

3. As the program grows, increasing numbers of materials should be deposited in schools which, because of their size or the enthusiasm of their program, are making intensive use of these materials. Because of the lower costs involved, filmstrips, recordings and flat pictures lend themselves readily to long-term deposit.

4. Courses of study should, as they are revised, list relevant films, filmstrips, slides, recordings, pictures and the like as an integral part of the outline. In many cities, it is safe to predict, teachers of a given course will shortly be *expected* to use listed visual materials just as they now are expected to use the listed reference books.

5. Some local production will be needed. To provide tailor-made materials for the study of some units, audio-visual departments can make 2 by 2 slides, glass slides, charts, graphs and, occasionally, films. Certainly in such areas as local history, housing, industry and government, locally made materials have much to contribute.

LET TEACHERS PLAN

Long-term planning is important, but to be most effective it must be carried out democratically. Democratic selection and administration are the second guidepost. Unless teachers accept, understand and enthusiastically back an audio-visual program, it cannot succeed to the full extent. Teacher participation in selection and admin-

istration of materials has two important advantages:

1. Fewer mistakes will be made in selecting materials.

2. Teachers participating actively can be the leaven in the entire program, sharing their understandings and enthusiasms with other teachers in their buildings or departments.

In the third place, there must be active and continual help to teachers in terms of more effective use of materials. Obviously, our answer to better utilization for years to come lies in an in-service training program.

A variety of approaches is needed. We can expose our teachers to professional magazines in the field. We can encourage enrollment in credit courses and attendance at regional meetings. A local bulletin can be helpful in publicizing outstanding cases of utilization and in spreading information about new materials and methods.

Teacher workshops have been found valuable in many schools. Meeting out of school time, a workshop can concentrate on the practical problems of the participants. In one moderate-sized city about 10 per cent of the faculty recently enrolled in a single series of five evening classes on this basis.

The audio-visual laboratory is a promising development. Here a teacher can select and view materials, learn to operate equipment, make classroom materials or consult trained persons about classroom problems.

Above all, the audio-visual director or his assistant must have time to spend in individual buildings, discussing and meeting problems of teachers.

SERVE ADULT GROUPS

Finally, we must provide more help to adult groups. In many communities, adult groups already recognize the value of the film and filmstrip in promoting discussion and in conveying information. But adult groups are badly in need of help in locating and using these materials. An alert audio-visual department will provide such help. It hardly needs to be said that acceptance and use of visual materials by adults in a community will strongly reinforce school use of these materials.

Throughout our nation, educators and the public are increasingly sensing the potentialities of our new educational tools. The problems are many and serious. But the 48th yearbook is one of the signs that the audio-visual field is coming of age.

GENERAL ELECTRIC

Germicidal Tubes

WON'T PREVENT ALL COLDS!

• Even General Electric Germicidal Tubes can't prevent the spread of disease germs when they're coughed and sneezed at close range. (This is called direct droplet infection). Those germs may reach others before the ultraviolet energy of G-E Germicidal Tubes can destroy them.

But you can help make breathing safer . . . improve air sanitation . . . and reduce the number of germs in a room by using G-E Germicidal Tubes.

These amazing tubes quickly kill close to 95% of the germs in air through which their energy passes.

Many schools are now using G-E Germicidal Tubes to get the added protection of air sanitation for students and faculty.



FACTS YOU SHOULD KNOW

- General Electric Germicidal Tubes produce ultraviolet energy.
- G-E Germicidal Tubes kill 95% or more of the germs in the air through which the energy passes.
- G-E Germicidal Tubes must be used in properly designed and correctly installed fixtures to prevent irritation of human eyes and skin. Usually the tubes are placed to disinfect the area in a room above eye level.
- The number of germs in air is reduced as disinfected air from upper areas circulates down to breathing areas. However, ultraviolet energy cannot prevent respiratory infections being spread by close contact.

The Council on Physical Medicine of the American Medical Association has accepted General Electric Germicidal Tubes for air disinfection in hospitals, but has not accepted them for school use because of inability to control the population.

Write for free booklet "Air Sanitation with G-E Germicidal Tubes." Address General Electric, Dept. 166-NS, Nela Park, Cleveland 12, Ohio.

GENERAL  ELECTRIC

The School Cafeteria

ORANGE JUICE FOR THE SCHOOL LUNCH

ORPHA MAE THOMAS

Associate Professor of Home Economics
Teachers College, Columbia University

DURING the school year 1948-49, 30,000 schools serving 4,500,000 children have received orange concentrate. These schools received for their lunch programs 900,000 gallons of the canned concentrate, which, when reconstituted, was 7,200,000 gallons of juice. The participating lunchrooms had the opportunity to give each child—for only the minor cost of paper cups and labor involved—51 four-ounce glasses of orange juice, 34 six-

ounce glasses of orange juice, or the equivalent in other products.

It is hardly necessary to mention the importance of vitamin C, or ascorbic acid, in the diet of the growing child. Vitamin C builds firm gums, increases resistance to infection and helps maintain the strength of the blood vessels, protecting them from bruising. The best year round sources of ascorbic acid are oranges, grapefruit and tomatoes. Strawberries, cantaloupe

and tangerines are excellent sources in season, as are other fresh vegetables and fruits.

The school lunch often falls short of providing the desired one-third to one-half of the child's daily allowance of ascorbic acid. If orange concentrate is used in the school lunch, a six-ounce serving of orange juice can be provided which will supply this part of the child's daily requirement. It is difficult to ensure adequate intake of vitamin C for the day unless citrus fruit is served at lunch.

Besides providing the actual nutrient for the child, the serving of orange juice at school teaches the habit of including citrus juices in the diet. This habit formation is important because it ensures that the children will continue to drink orange juice after they have left school.

Surveys throughout the Southwest show the over-all acceptance of orange juice from concentrate to be 88 per cent. If it was served at mid-morning or mid-afternoon recess, there was 95 per cent acceptance, when the juice was properly reconstituted.

RECONSTITUTING THE JUICE

To reconstitute this concentrate, 7 parts of water are added to 1 part of concentrate. The mixture should be aerated by being beaten with a wire whip, by hand, or by machine. A slight sweetening of the juice may make it more desirable to some. It also may be mixed with canned grapefruit juice for variation. In any case, the thorough aeration is necessary.

The usual method of service is as orange juice. Such method of service is preferred. School officials and lunchroom managers, once they realize the



Students at Longfellow School, Yonkers, N.Y., have orange juice daily with the low-cost lunches recommended by government authorities.

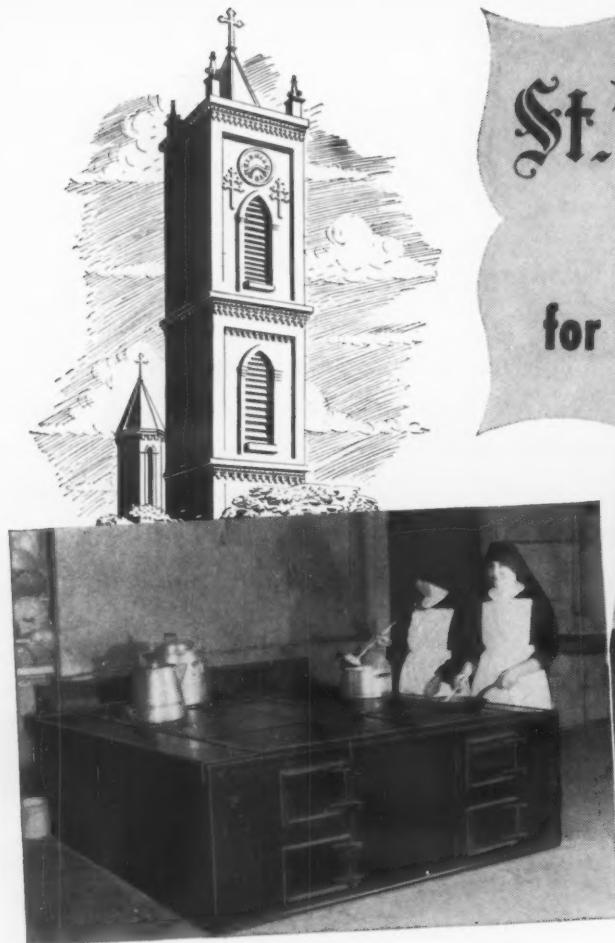
Destiny . . .

Whole tomatoes and succulent spears of fresh green asparagus . . . as packed by Sexton have that just-ripe combination of firmness and tenderness that fits them equally for salad or for side dish. From seed to sun-ripened maturity, each Sexton vegetable is groomed for your table. We select only the best from where the best is grown . . . use extra care in processing . . . pack them to retain full appetite appeal and vitamin value . . . every can chock-full.



JOHN SEXTON & CO., 1949

Good Food for Pleased Guests



St. Vincent's College

SELECTS **GAS**

for KITCHEN MODERNIZATION



Century-old "hot-top" replaced by modern
Gas-fired stainless steel cooking tools

Kitchen Equipment furnished by Bernard Gloekler Corp., Pittsburgh

TRADITIONS of good food remain unchanged, but preparation and service have been streamlined by the installation of GAS and modern Gas Cooking Tools at this famous Benedictine Archabbey and College.

To provide for 200 Monks and a resident student body of 800, the staff of 34 European Nuns is responsible for preparing more than 3000 meals daily. In this volume cooking operation the stainless steel Gas Equipment offers many time-saving and work-saving advantages.

But equally important are the time-proved features of GAS which make it the ideal fuel for roasting, broiling, deep-fat frying, baking. At St. Vincent's bread-

baking is a regular and important function for which 2500 bushels of wheat are required annually.

This same automatic control feature also permits the slow-roasting of meats to prevent shrinkage and retain all essential juices. But GAS can also be used for speed-cooking, and for the exact temperatures required in deep-fat frying of many kinds of food.

The GAS installation at this well-known Archabbey and College, located near Latrobe, Pennsylvania, has demonstrated the economy and efficiency of GAS and modern Gas Equipment. Call your local Gas Company and check the economics of volume cooking with GAS.

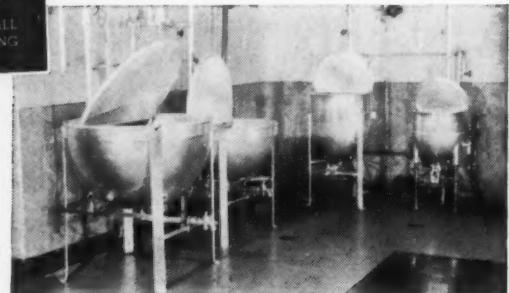
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importance of this food in the diet of every child, will find methods of providing the labor required and the cost of paper cups for service.

HANDLING AND STORAGE

When the concentrate is stored under the proper conditions, retention of the ascorbic acid is excellent. However, if at any stage from the processing plant to the final consumer, the storage is not properly carried out, the ascorbic acid content is reduced in proportion to the length of time of improper storage. Dr. A. Laurence Curl of the Bureau of Agricultural and Industrial Chemistry demonstrated what happens to orange concentrate when it is stored at different temperatures, and his results are incorporated in the following table.

Retention of Vitamin C (Ascorbic Acid) During Storage for Stated Periods and at Various Temperatures

Temp.	Months	Retention Per Cent
40° F.	3.....	99
	6.....	98
	9.....	98
	12.....	98
60° F.	3.....	96
	6.....	92
	9.....	88
	12.....	83
80° F.	3.....	62
	6.....	18
	9.....	6
	12.....	6
100° F.	1.....	59
	2.....	13
	4.....	8

You will note that the retention of the ascorbic acid is excellent at 40° F. and is good at 60° F. The loss of vitamin C is rapid at 80° F.; at 100° F. more than one-fourth of the original vitamin C content is lost in one month. Flavor and color changes roughly parallel the loss of vitamin C, according to Dr. Curl's findings. Browning of the juice and deterioration go together. Therefore, proper storage conditions should be adhered to, and only palatable brilliant orange concentrate should be served.

The 65° Brix concentrate is made under the pasteurization method. Most of the moisture is removed, and the remaining fruit solids are canned. This type of concentrate was manufactured in quantity during the recent war and shipped to Great Britain for government issue to expectant and nursing mothers and to infants.

Occasionally, other uses of the concentrate will be desired. Therefore, several recipes for the use of the concentrate, some with other foods, are suggested for school lunches. These recipes have been developed through careful tests and call for the use of the undiluted concentrate just as it comes from the can.

MOLDED CITRUS SALAD

(Yield: Two quarts)

- 2 oz. gelatin
- 1 cup cold water
- 1 to 1 1/2 cups undiluted orange concentrate (65° Brix)
- 3 cups grapefruit sirup (from No. 5 can sections)
- Enough water to make 2 qts. liquid
- 4 oz. sugar
- Grapefruit sections (from No. 5 can sections)

Soak gelatin by sprinkling cold water on it and stirring. Combine with rest of liquid to make total volume two quarts with the water. Heat liquids, stirring, until gelatin is dissolved. Add sugar and dissolve. Remove from heat and pour into pan. Chill until slightly thickened. Add grapefruit sections and distribute thoroughly. Chill until firm.

This orange sauce, made from the undiluted concentrate, is a delicious addition to bread puddings, baked ham, or vegetables.

ORANGE SAUCE

- 5 qts. water
- 7 1/2 oz. cornstarch
- 3 lbs. sugar
- 10 oz. margarine
- 1 tsp. salt
- 1 qt. undiluted orange concentrate (65° Brix)

Heat 4 quarts of water and part of the sugar. Mix 1 quart of water with cornstarch. Add cornstarch mixture to hot water and cook until thick. Add rest of the sugar to cornstarch mixture to dissolve. Add margarine and salt. Remove from heat. Add orange concentrate and mix thoroughly. Use hot or cold.

Uses: cottage pudding; prune whips; meats, as baked ham, ham loaf; beets.

Variation: Add 2 pounds of raisins for ham sauce.

Orange concentrate can be utilized to advantage in baked goods and to give variation to the menu.

ORANGE ROLLS

- 1/2 lb. sugar
- 1/2 cup undiluted orange concentrate (65° Brix)
- 6 1/2 to 7 lbs. yeast roll dough

Mix sugar and undiluted orange concentrate. Roll dough into rectangle 1/3 inch thick. Spread with orange sugar mixture, roll up as for jelly roll, and cut into 3/4 inch slices. Place cut side down in baking pans. Bake in moderately hot oven (400° F.) for approximately 20 minutes.

ORANGE BREAD PUDDING OR CUSTARD*

- 10 qts. milk
- 3 qts. eggs
- 3 lbs., 9 oz. sugar
- 5/8 cup vanilla
- 1-2/3 tbs. salt
- 1 qt. undiluted orange concentrate (65° Brix)
- 5 lbs. bread cubes

Warm milk to take off chill. Remove from heat (if you are making custard, scald milk). Beat eggs and sugar until well mixed. Add vanilla, salt and undiluted orange concentrate. Mix well. Add to milk. Mix thoroughly. Place 1 pound bread cubes in each of five pans, 10 by 14 inches. Pour 2 quarts orange custard mixture over bread in each pan. Bake in slow oven (325° F.) until firm. Serve with orange sauce.

*Individual orange custards can be made by omitting bread cubes and baking the mixture in custard cups. Place the custard cups in pans, add hot water, and bake in moderate oven (350° F.) about 30 to 40 minutes.

The following affords an appetizing new use for several products furnished by the government to schools participating in the school lunch program.

ORANGE FRUIT CONFECTIONS

- 2 lbs. dried fruit, ground (raisins, pitted dates, pitted uncooked prunes, figs, dried peaches, dried pears, or currants may be used)
- Undiluted orange concentrate (65° Brix) to moisten

Put dried fruit through food chopper. Moisten with undiluted orange concentrate, just enough to hold fruit together. Roll into balls about 3/4 to 1 inch in diameter. Balls may be rolled in chopped nuts, coconut, crushed cereal flakes, or confectioner's sugar.

RECIPES AVAILABLE

Those who would like to have these recipes on handy 4 by 6 inch recipe cards may obtain them from the Florida Citrus Commission, 551 Fifth Avenue, New York 17.

It is fortunate that this concentrate is available to a limited number of school children. In view of the recognized importance of vitamin C, it is desirable that orange concentrate be used as widely as possible.

Parent Education to be stressed

by National Congress of Parents and Teachers

A FAR-FLUNG program of parent education will be given major emphasis by the National Congress of Parents and Teachers during the coming year.

Promotion of the welfare of children and youth in home, school, church and community, including the world community, to "secure for them the highest advantages in physical, mental, social and spiritual education," is the platform theme adopted by delegates to the 52d annual convention of the congress, May 16 to 18 in St. Louis.

Nearly 2000 delegates and visitors attended the convention sessions. Mrs. John E. Hayes of Twin Falls, Idaho, was elected president of the more than 5,770,000 member organization to serve for three years. She succeeds Mrs. L. W. Hughes of Arlington, Tenn.

A preface to the platform stated that standing objectives of the organization are: (1) good homes, (2) sound health, (3) safety, (4) equalized educational opportunity, (5) conservation of human values and natural resources, (6) vocational adjustment, (7) constructive leisure-time activities, (8) civic responsibility, and (9) active spiritual faith.

PLANKS IN PLATFORM

The platform pledged the organization to promote the welfare of the child as follows:

"In the school by bringing into closer relation the home and the school . . . ; providing opportunities for children of elementary school age, for youth of high school age, and for adults to develop an understanding of themselves and their relationship to others . . . that will help to make family living stronger and more satisfying; emphasizing the school's responsibility to share with the home the continuing education of the child, especially as it relates to human behavior.

[Also by] "encouraging parents and other citizens to assume their full measure of responsibility for the financial support of public education for a



Mrs. John E. Hayes of Twin Falls, Idaho, new president, and Mrs. L. W. Hughes of Arlington, Tenn., retiring president. The oak leaf chain symbolic of the office is being placed on the new president.

participating interest in it, and securing teachers for our schools who believe that they are commissioned not only to teach competence in knowledge and skills but also to develop wholesome attitudes and stimulate the power of evaluation.

WOULD COORDINATE ENERGIES

"In the community by coordinating the thinking, energies and plans of all groups working with children; assuming the duty of seeing that every child becomes, to the limit of his capacity, a well balanced, emotionally strong, healthy, happy and constructive member of society; becoming informed about the existing child welfare legislation and its effect upon the child, the need for further legislation in the field, and the importance of eternal vigilance in seeing that good laws are enforced and bad ones repealed.

FOSTERS WORLD FRIENDSHIPS

"In the world community by extending the parent-teacher movement to other nations; evaluating legislation that affects broad international relationships with a view to increasing awareness of its importance to the individual; fostering a thorough re-examination by the individual of his fundamental relations with his fellow men within, between and among nations."

The organization also will try to raise the standards of home life through improved family living and

to develop church programs designed to serve family needs, in the realization that "the home is the greatest teacher, and the church has the greatest teachings."

The platform closed with these words: "It is our efforts in our own communities that will contribute to the sum total of all endeavors toward our common goal of world understanding and security. To establish peace in the world, we must begin at our own doorstep."

The board of managers, in voting to continue the drive on objectionable comics, radio programs, and motion pictures, adopted a resolution to create a new and enlarged action committee to work for "better looking, listening and reading fare for children."

New officers in addition to Mrs. Hayes are: first vice president, Mrs. Newton P. Leonard of Providence, R.I.; treasurer, Ralph H. Ojemann, assistant professor, child welfare research station, State University of Iowa, and secretary, Mrs. Edgar F. Dixon of Little Rock, Ark.

URGES HEALTH SERVICES

In her presidential address at the opening of the convention, Mrs. Hughes said that the National Congress of Parents and Teachers will not rest until the U.S. Congress enacts the local public health services act, initiated and sponsored by the N.C.P.T., to assist the states in the improvement and expansion of their local public health services.

Mrs. Hughes also called for enactment of the N.C.P.T. endorsed bill for federal aid to education, as well as legislation for slum clearance, better programs of mental hygiene for children, and the establishment of "human justice and universal human welfare."

Mabel Studebaker of Erie, Pa., president of the National Education Association, and W. P. Percival of Quebec, president of the Canadian Federation of Home and School, greeted the delegates. Principal speakers at the convention included Eric A. Johnston, president of the Motion Picture Association of America; Sidonie M. Gruenberg, director, Child Study Association of America; Charles W. Ferguson, a senior editor of *Reader's Digest*; Paul Weaver, dean of religious education, Stephens College, Columbia, Mo.; Congresswoman Chase Going Woodhouse of Connecticut, and Congressman James I. Dolliver of Iowa.

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Emily Kimbrough, author, was the banquet speaker.

A panel on parent education was led by Dr. Ojemann, and another panel about the action program on comics, radio and movies by H. B. McCarty, director of radio station WHA at the University of Wisconsin.

A section meeting on school education was coordinated by Herold C. Hunt, superintendent of Chicago schools; one on health by Mrs. J. J. Garland of Menlo Park, Calif., regional vice president of the N.C.P.T., and another on world understanding by Mrs. C. C. Clark of Natchez, Miss.

which employ trainees of these schools.

Whether they were going home to rebuild, the educators did not say. But they were not silent about their hope that they could change the occupational pattern of their own culture, which limits the apprentice to becoming a skilled worker in the trade of his father. They liked the fact that here the vocational system is open at the top, permitting the student to enter college if he so wishes at the completion of his high school course.

"We had a general purpose in programming these people through the Museum of Science and Industry and the manufacturing places," said Dr. Sommers. "And we felt that they should visit not only the vocational schools but also the industries that take the products of these schools. We wanted them to appreciate the educational and working opportunities available to adults in a democracy by observing our schools, the city itself, and the main industries."

GUESTS IN HOMES

One of the trade school supervisors invited the group to his home for a television evening. They were amazed that a director of technical subjects could have such a luxury in his home. To them, television was something available only to a technical laboratory.

From the youngest of 35 to the oldest of about 52, members of the group enjoyed tours of trade, technical and vocational schools. They went sight-seeing along the Outer Drive, saw a bowling alley, visited the stockyards and a small tool and die shop, and observed latest methods of mass production at electric stove and telephone plants. At most of these places they found German-speaking people who explained work processes to them. They visited the Chicago Public Library and also the city's junior college and Roosevelt College.

A similar itinerary is followed by all visiting groups of German educators. This committee had visited previously in New York, Pittsburgh and Detroit. Frequently the trips include Cleveland, and sometimes Milwaukee, where the vocational schools are administered separately.

The educators come in groups of six or eight, their trips being planned by the Military Government in Germany and the Office of Education here. Two groups have visited Chicago, and two more are scheduled to come soon.—M. T. T.

German Visitors impressed

by individuality in American education

A LONGING to live in the United States seems to be uppermost in the minds of German educators visiting this country, judging from opinions expressed by the group of six who visited Chicago recently.

The visitors were impressed by the recognition here of the rights and interests of the individual and by the opportunities open in all branches of work. In particular, they were amazed that so short a time elapsed between a new development in industry and

the teaching of its technics in the public schools.

"We can't, our children might, but surely our grandchildren will be able to come to this country under the immigration quota," they told Dr. Hobart H. Sommers, assistant superintendent in charge of vocational education and their principal host in Chicago. Interested mostly in vocational education, they were escorted through vocational and technical schools and then through industries



This group of German educators is studying schools in the East and Midwest. They are seen here with H. H. Sommers, assistant superintendent, Chicago (seated, left). Seated: Paul Goller, Nürnberg, Bavaria (metal trades). Standing: Hermann Müller, Kassel, Prussia (engineering); Wilhelm Gronau, Berlin (vocational education); Hermann von Braunbehrens, Regensburg, Bavaria (adult education); and Christian Gaessler, Mannheim (all trades).

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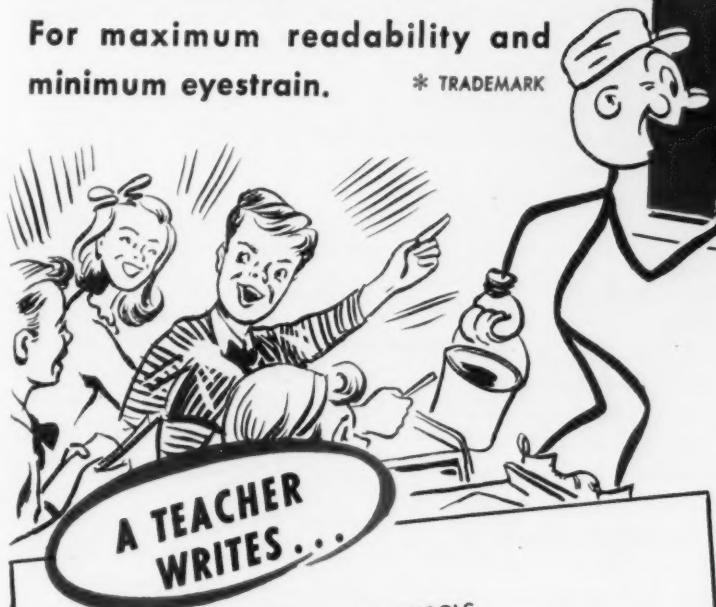
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NEWS IN REVIEW

Congress May Delay Action on Federal Aid Until January . . . Educators Blueprint Ways of Administering Student Assistance Programs . . . Laymen Form Commission to Help Raise Education Standards . . . House Subcommittee Studies Barden Bill

Federal Aid May Be Delayed Until January 1950

WASHINGTON, D.C.—Congressional action on federal aid to education will not be completed at this session of Congress, observers believe.

This means that the legislation, already approved by the Senate, will become one of the first items of business in the House at the second session, beginning January 1950.

This prediction is based on the fact that hearings before the House subcommittee on education have been extended into the middle of June in order to give a long list of opponents of federal aid to education an opportunity to testify.

Although hearings have been completed, the Barden subcommittee and the Lesinski full committee on education must approve this controversial legislation; the House rules committee must clear it for House debate, and the House itself must have full opportunity to discuss and vote on the bill. These actions, observers believe, cannot take place before Congress recesses for the summer.

Most competent judgment still holds, however, that federal aid to education will be enacted by the second session of the 81st Congress, since Mr. Truman has made school aid part of his "Fair Deal."

Educators Discuss Student Assistance Programs

WASHINGTON, D.C.—A top-level policy conference to blueprint possible ways and means for administering federal student assistance programs was held in the Office of Education May 24 to 26 with the nation's outstanding education officials in attendance.

Representatives of private, public and church related colleges and universities were present. The conference was under the guidance of John Dale Russell, director, Division of Higher Education.

Although no details of proceedings were made public, it was learned that

the conference reviewed the entire problem of federal college scholarships and the part that student loans and student work programs might play on a national scale to help young men and women continue their education. How to dovetail a general scholarships plan with scholarships to be administered by the National Science Foundation also was discussed.

Agreements reached at the conference will be summarized in a memorandum of information which may be submitted to the White House, and later to Congress, as a basis for national scholarships legislation.

Need for Teachers Increases, Supply Decreases

WASHINGTON, D.C.—The gap between the supply of and the demand for public school teachers is becoming wider.

The 1949 National Teacher Supply and Demand Study shows that the number of persons who will be ready to take teaching jobs in elementary schools is diminishing while the need for elementary school teachers is growing. At the same time, more persons than ever before will be competing for the limited number of teaching jobs in high schools.

The study, made by the National Commission on Teacher Education and Professional Standards, shows that only 25,000 new elementary school teachers will be ready for service in September 1949. It is estimated that 103,000 new elementary teachers will be needed next year and every year after that for the next decade.

The total number of new high school teachers to be graduated is 56,000. The total demand for beginning high school teachers is estimated at about 27,000 a year.

"The imbalance between teacher supply and demand has increased in 1949," said Ralph McDonald, the commission's executive secretary. "However, now that

we have more exact data on demand, it will be possible next year for professional groups to direct young people more accurately to the fields of greatest need. Up to now, we have merely been carrying on teacher recruiting campaigns en masse."

The study was made under the direction of Ray C. Maul, dean of the Kansas State Teachers College at Emporia.

Laymen Form Commission Taking Agriculture Courses

WASHINGTON, D.C.—Courses in agriculture attract the largest number of veterans enrolled in schools and colleges under the G.I. Bill of Rights. Business and engineering rate next in popularity with veterans. These three fields enroll 40 per cent of the nearly 2,000,000 veterans now in educational institutions.

The figures, latest available, show enrollment as of Nov. 30, 1948. They reveal that 85,007 veterans were preparing for teaching careers.

An over-all 4.6 per cent drop in G.I. bill enrollments in schools took place in 1948—from 2,000,402 on Nov. 30, 1947, to 1,909,122 on Nov. 30, 1948.

Laymen Form Commission to Study Schools

NEW YORK CITY.—A National Citizens Commission for the Public Schools has been formed by 28 laymen to help raise education standards throughout the nation.

The Carnegie Corporation and the Rockefeller sponsored General Education Board have given the commission financial support. The group plans to spend approximately \$250,000 annually for the next six years. Then it will evaluate its activities and determine whether the work should continue.

The commission is headed by Roy E. Larsen, president of Time, Inc., and of the United Hospital Fund of New York. All its members are laymen, many out-

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NEWS...

standing in business, labor, law and publishing. The number of members will be increased to 60 after the project gets under way.

The crisis in education continues despite advances in the last two years, the commission said. It plans to work for concerted action by citizens in their local communities. The members believe that because of the grave challenges of the times the greatest need of this country is an intelligent and informed citizenry.

The commission said that among the public school problems that need immediate attention are the lack of clarity in educational goals, the shortage of trained teachers, overcrowded classrooms, and the serious inequalities of educational opportunity for children in many parts of the country.

The group is the first independent national association of laymen dedicated to the improvement of the public schools in this century. It hopes to act as a clearing house of information on public

school problems for local groups throughout the country and will cite outstanding examples of community action for the improvement of public schools.

Administration Drafts Plans for "Point Four" Program

WASHINGTON, D.C. — After six months of discussion, the Truman Administration has drafted a \$125,000,000 proposal to begin a gradual development of a "Point Four" program. The request is expected to go to Congress within a short time.

"Point Four" is President Truman's "bold, new program for making the benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas." Mr. Truman first set forth this idea in his inaugural address in January. Since that time, the President set up in the State Department a special "Point Four" unit under direction of Willard Thorp, Assistant Secretary of State for Economic Affairs.

Mr. Thorp explained that "Point Four" has two aspects: sharing American knowledge and skills with other countries and fostering use of these skills by encouraging American investments in underdeveloped areas.

In a special statement on "Point Four," Mr. Thorp said that American knowledge and skills can be shared with other peoples in these ways: (1) sending expert advisers or missions to work with foreign governments and business enterprises; (2) helping governments improve their rural and vocational education; (3) carrying on demonstration projects; (4) conducting on-the-job training programs; (5) teaching natives to use materials and machinery; (6) sending translations of specialized reports overseas; (7) broadening the exchange of students and teachers; (8) increasing the number of international conferences and seminars; (9) establishing United States libraries and film services overseas, and (10) expanding the special technical staffs attached to diplomatic establishments abroad.

Field Work Included in Graduate Program

DURHAM, N.C.—A graduate program leading to a doctor of education degree has been inaugurated at Duke University. Field work in the public schools will be a part of the program, and thesis problems will be attempts to solve local problems above routine level.



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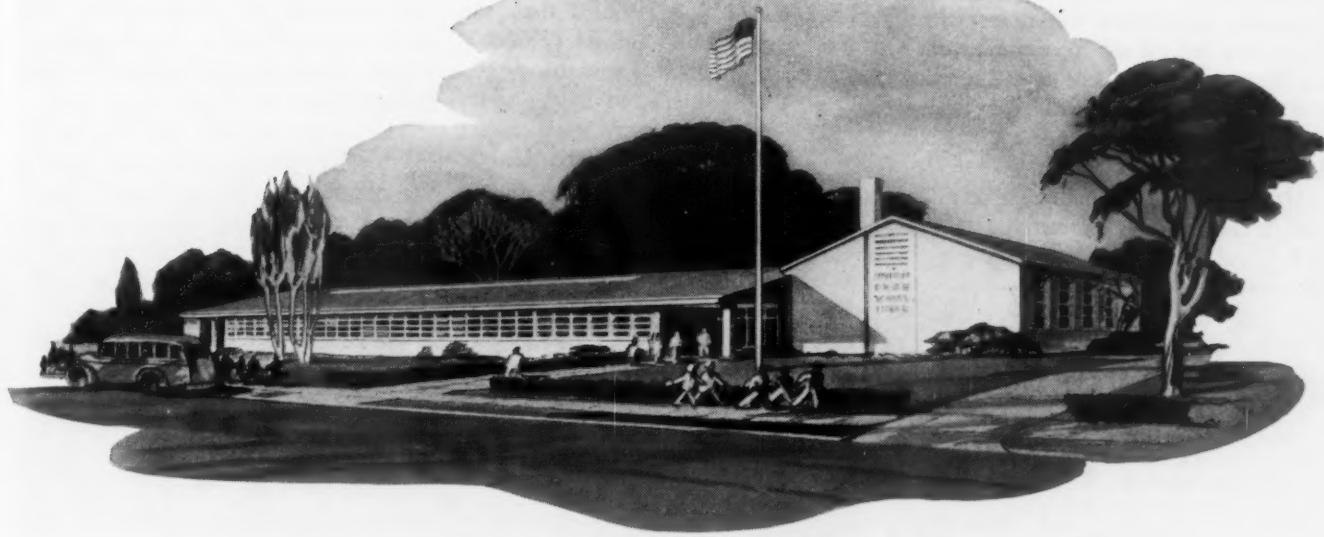
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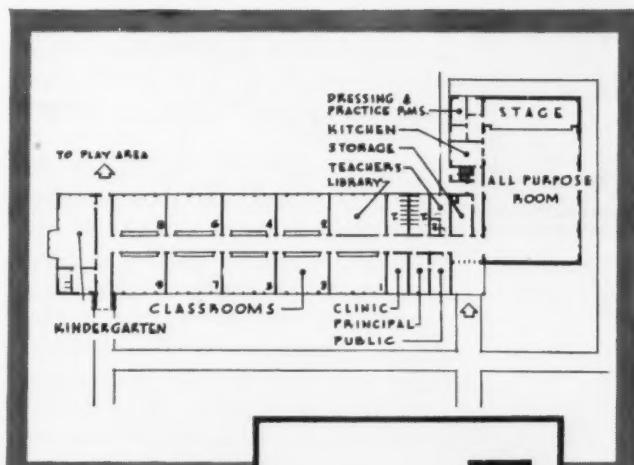


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NEWS...

Barden Bill Argued in House Subcommittee

WASHINGTON, D.C.—The nation's chambers of commerce and the National Education Association waged a spirited battle over federal aid to education during May and June. Scene of the conflict was the hearing room of the House subcommittee on education, headed by Rep. Graham Barden (D-N.C.).

Hearings were unusually extended to give representatives of state and local N.E.A. and chamber of commerce groups

an opportunity to present their arguments.

Immediate subject of controversy was the Barden Bill to assist public schools (H.R. 4643). Less detailed than the Senate-passed federal aid act (S. 246), the Barden Bill merely asks for \$314,500,000 to be distributed to the states "under the laws of such states rather than under the laws of the United States."

Speaking for the National Chamber of Commerce, Thomas Boushall charged

that even the Barden Bill contains two types of federal dictation.

First is the bill's provision, said Mr. Boushall, that federal money shall be spent only for current operations. "This means the states have no discretion to use the money for construction for badly needed school facilities."

The second control "lies in the fact that the formula for distribution calls for the number of children from 5 to 17 years of age. Many states do not require their children to start school prior to the age of 6, nor do they attend after the age of 16," said Mr. Boushall.

He also attacked the proposal to give a flat \$5 per school child to *all* states, calling it a "subsidy of political expediency."

He concluded that federal aid is undesirable because it has not been requested by any state legislature, would kill local initiative and would lead to "ever larger federal bounties."

Major spokesman for the N.E.A. position was John K. Norton, chairman of the Educational Policies Commission. Dr. Norton stressed that there is a difference of 60 to 1 in the amount of money available for classrooms among the school districts of the country. "Such a difference is indefensible in a democracy," he said.

He also said that a federal contribution to education is needed because 8,600,000 adults are illiterate or near-illiterate; 4,300,000 children of school age are not in school; 9,000,000 more pupils will enter the already over-burdened schools between 1948 and 1960, and the "great mobility of population carries illiteracy and the other liabilities which develop in education's slum areas to all parts of the nation."

The nearly two score witnesses who followed Dr. Norton and Mr. Boushall reiterated many of the arguments presented by the chief spokesmen of the two opposing groups.

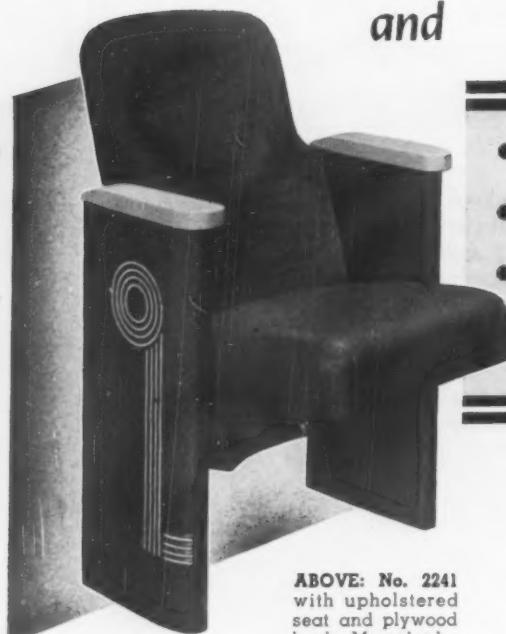
UNESCO Calls International Adult Education Conference

ELSINORE, DENMARK.—Approximately 150 educational workers from many countries are attending the first international postwar conference on adult education now being held here in the ancient "Hamlet's Castle" of Krongborg. The 10 day meeting, called by UNESCO, opened June 16.

Purpose of the conference is to give delegates an opportunity to talk over their problems and to lay the founda-

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NEWS...

tions of a permanent international adult education movement, one of whose aims will be to develop a better understanding among peoples.

They also are attempting to determine the extent to which traditional adult education methods can be improved by the use of new materials and technics, such as films, radio and the press, records, posters and graphs, discussion groups, the dramatization of current events, and the study of foreign languages.

"Flying Classroom" Goes International

EAST LANSING, MICH.—This summer, for the first time, a "Flying Classroom" will go international.

Sponsored by the American Association of School Administrators and Michigan State College, the study trip will have a 10,000 mile itinerary, including a three-day stop in Mexico City. It will begin July 4 and end July 31.

From 60 to 100 school administrators and architects from all over the nation

are expected to participate, according to Prof. Carl M. Horn, director of continuing education at Michigan State.

"Although some one-city trips by air have been planned for both the U.S. and foreign countries," Prof. Horn said, "this is the initial trip of intensive study in more than one country."

During the trip the educators will visit a dozen American cities, including Detroit, Chicago, Washington, New York, San Francisco, Los Angeles, Seattle and Dallas. They will study planning and constructing school buildings; business, industry, labor and education co-operation; economics of American democracy, and military training.

In Mexico the flying schoolmen will visit public schools and meet with leading Mexican educators. They will study the cultural contrasts caused by differing educational and economic standards in Mexico City itself and in the more backward areas near the city.

In all cities included in the trip, the educators will visit key offices and establishments, hear talks by recognized authorities in the various fields, and make study tours to see for themselves how the organizations operate.

Watkin Named President of School Study Council

SYRACUSE, N.Y.—Earl P. Watkin, superintendent at Ilion, N.Y., has been elected president of the Central New York School Study Council for the year 1949-50. Dr. Watkin has been active in the council since its formation early in 1946 and served as vice president during the year 1948-49.

Other officers are vice president, Chester S. Driver, supervising principal of the Central School, Marcellus, N.Y.; treasurer, Raymond Van Giesen, supervising principal of Union Free School, Fayetteville, N.Y., and executive committee member for three years, Clinton H. Atwood, superintendent at Solvay, N.Y., and Charles Riley, superintendent at Oswego, N.Y.

Richard C. Lonsdale, director of the bureau of school service of the Syracuse University School of Education, has been reelected executive secretary of the study council.

At the final general meeting of the year, the member school administrators present approved a tentative budget for 1949-50 calling for a doubling of the current membership fees, increasing them from the present range of \$25 to \$100 to a range of \$50 to \$200.



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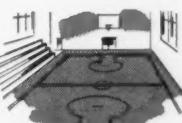
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Many Tile-Tex floors have been for more than 20 years... under the hardest kind of wear. Yet they're still in full service, without visible signs of wear.



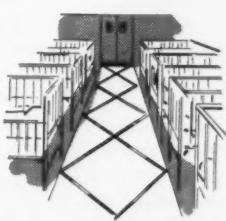
Are They Versatile?

There's a Tile-Tex product for almost every flooring need. *Tile-Tex Asphalt Tile* for general use. *Tuff-Tex Grease-proof Industrial Tile* for areas that get very heavy use, such as machine shops, kitchens and cafeterias (yes, *Tuff-Tex* is highly *grease-resistant*), locker rooms and the like. *Flexachrome Plastic-Asbestos Tile*... rich and brilliant... for that "luxury look" you want in reception rooms, executive offices, etc. *Mura-Tex Plastic-Asbestos Wall Tile* for a companion product to *Flexachrome*; in colors especially designed by leading color experts to blend with your *Flexachrome* floors.



Are They Functional?

With feature strip and other inserts, your Tile-Tex floors can help channel traffic, identify bays, and perform many other useful, functional duties.



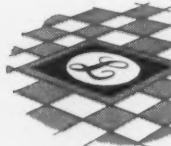
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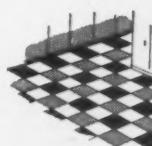
Are They Decorative?

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NEWS...

College Graduating Classes Largest in History

WASHINGTON, D.C.—More students will be graduated from American colleges and universities this summer than at any other time in history. Government spokesmen estimate unofficially that the number of college graduates this year will be from 6 per cent to 10 per cent more than last year's group, reaching a high of 350,000.

"Industry and business, plagued by a series of declines, will not be able to

absorb this number," Ewan Clague, U.S. Commissioner of Labor Statistics, predicted. He pointed out that the underlying economic forces are still strong.

"Nevertheless, unemployment reached the 3,000,000 figure and may go higher during July and August. Steel operations have dropped, total construction is slipping, and department store sales are below those of last year," Commissioner Clague said.

"The fact that more college graduates than ever will be looking for jobs at a

time when the economy is at the least propitious point in a decade will spell problems for many of them," he added.

Mr. Clague indicated that graduates in engineering, law, personnel work, journalism, accountancy and flight training will have greatest difficulty in the labor market. On the other hand, elementary school teachers, librarians, social workers, advanced medical workers, and psychologists with major degrees will be readily absorbed.

To help graduates with their employment problems, the U.S. Labor Department recommends that school placement bureaus intensify their services; that graduates be urged to be flexible in job goals, and that many of them be guided toward graduate study.

Building Program Should Not Overshadow Better Salaries

PORTLAND, ORE.—"Building construction must not take precedence over better salaries and provision for classes of reasonable size through augmenting faculties," E. T. McSwain, dean of University College, one of Northwestern University's evening divisions, told the Oregon Educational Association.

"Existing problems in public education," Dean McSwain said, "should arouse alerted action. The crucial shortage of competent teachers can be corrected only if the public recognizes that teaching is as important to the welfare of the people as the services rendered by other professions.

"Young men and women possessing academic and professional ability may elect to prepare for teaching only if parents, laymen and the faculties of colleges and universities work for improvement in the status of the teaching profession."

A.E.C. Orders Loyalty Oaths for Scholarship Holders

WASHINGTON, D.C.—The Atomic Energy Commission has ordered oaths of loyalty for the 500 students and scholars holding commission fellowships and scholarships in medical, physical and biological sciences.

The step, observers believe, will begin a chain reaction of similar orders in other federal agencies sponsoring fellowships, scholarships, teaching grants, and research activities. The orders will apply to both secret and nonsecret fields.

Lawmakers on Capitol Hill have indicated that provisions soon will be en-



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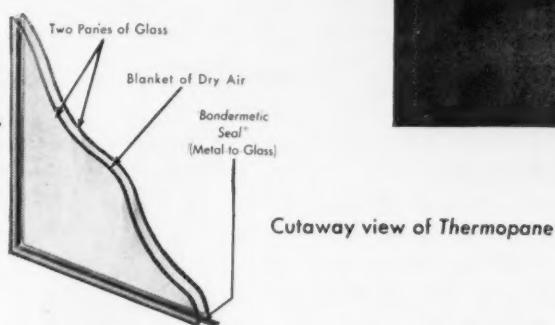
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NEWS...

acted requiring loyalty oaths from all students wishing to take part in federal study and research activities in colleges and universities.

They also indicated that similar provisions would become mandatory in programs to be sponsored under the proposed National Science Foundation. Charges that such oaths would interfere with academic freedom or constitute federal control of education have not impressed most Congressmen. "Why use public funds to educate people whose loyalty is suspected?" said Clare E. Hoffman (R.-Mich.).

Strong sentiment for student loyalty oaths began on Capitol Hill when the Atomic Energy Commission disclosed that a former member of the Communist party had been awarded a scholarship.

Twenty-four hours later, the A.E.C., under pressure from Congress, announced that all scholarship holders were required to swear that they will "support and defend the Constitution of the United States and that they are not members of organizations that advocate the overthrow of the government by force."

Hold Work Conference on State Educational Problems

WASHINGTON, D.C.—Eighty persons from 28 states, the District of Columbia and Germany attended the second annual Work Conference on State Educational Problems called during May by the U.S. Office of Education.

Among problems presented for discussion at the meeting were child growth and development, curriculum planning at the local level, a 12 months' program for children and youth, and the evaluation of elementary and secondary schools.

Other subjects discussed were citizenship education, school library programs, life adjustment education, requirements for teachers of exceptional children, and the education of supervisors and of principals.

Education Clinic Planned

WINFIELD, KAN.—Theme of the 13th annual Education Clinic to be held here October 6 to 8 will be "Education for Citizenship." Among the speakers will be Ralph W. Tyler of the University of Chicago and Walter E. Myer of the Civic Education Service. Divisions of the clinic will be devoted to the social sciences, audio-visual education, health education, and libraries and library books.



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sanitary glassware, dishes, silver, pots and pans. It ignores hard water, makes lots of suds, leaves only clean, attractive surfaces—free from smears or cloudiness.

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NAMES IN THE NEWS

SUPERINTENDENTS . . .



N. G. Fawcett

N. G. Fawcett, first assistant superintendent of schools at Akron, Ohio, will become superintendent at Columbus, Ohio, August 1. He will succeed

George E. Roudabush, who is retiring, effective July 31. Mr. Fawcett was superintendent at Bexley, Ohio, four and

a half years before he went to Akron in January 1948.

H. L. Richards, superintendent of the Blue Island Community High School, Blue Island, Ill., has been granted the honorary degree of doctor of science by Pennsylvania Military College, Chester, Pa.

Natt B. Burbank, superintendent at Melrose, Mass., has resigned to accept a similar position at Boulder, Colo., effective July 1.

Ralph Cherry, professor of education at the University of Kentucky, has been named superintendent at Owensboro, Ky.

Thomas H. Edwards Jr. has resigned as superintendent of the Bryan County High School at Pembroke, Ga.

J. E. Howard, superintendent at Clarendon, Ark., will be superintendent at Humphrey, Ark. **George Patchell**, high school principal at Wilson, Ark., will succeed Mr. Howard at Clarendon.

Stephen F. Bayne will retire September 1 as deputy superintendent of schools in New York City. Dr. Bayne began his teaching career there 51 years ago and was appointed to his present position in 1942.

Hays Gibson, superintendent at Atkins, Ark., has been named superintendent at Conway, Ark. **Sidney Ruby**, secretary of the chamber of commerce at Russellville, Ark., will succeed Mr. Gibson at Atkins.

Elvoy Owens, superintendent of schools at Duke, Okla., for the last two years, has resigned.

John Penney, high school principal at Avoca, Neb., has been appointed superintendent at Verdon, Neb.

Lyman B. Owen has resigned as superintendent at Haverhill, Mass., effective August 30, to accept a similar position at Wellesley, Mass.

Lewis W. Shultz, principal of a rural high school at Louisburg, Kan., will assume the position of superintendent of schools at Centralia, Mo., this fall.

L. A. Roberts, superintendent at Grand Prairie, Tex., will succeed **J. P. Harris** as superintendent for Dallas County, Texas, when the latter leaves office Jan. 1, 1951.

Branch Spalding, head of the English department of Episcopal High School at Alexandria, Va., has been named headmaster of Christchurch School in Middlesex County, Virginia.

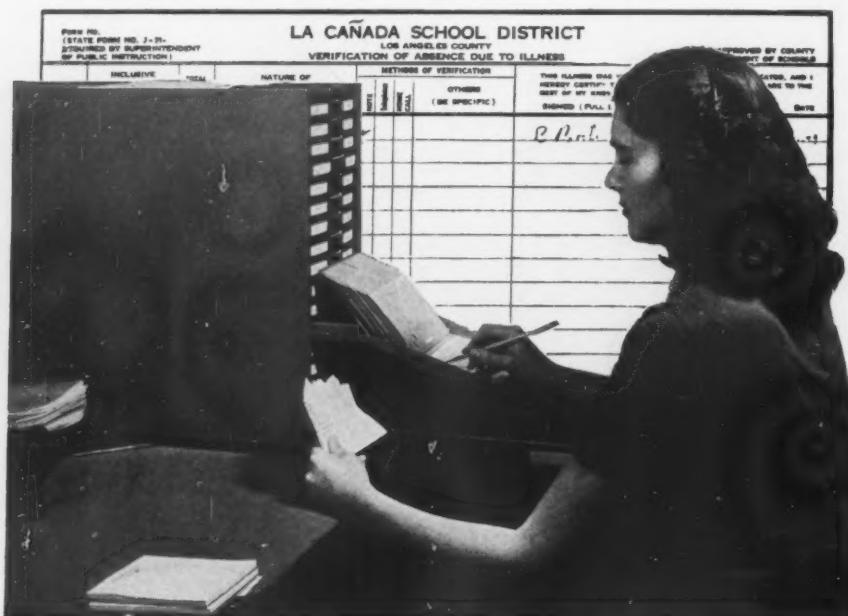
M. D. Forest, superintendent of Lakeside High School at Lake Village, Ark., has accepted the superintendency at Corning, Ark.

Richard Burch has been named superintendent of schools at Elk City, Okla. Mr. Burch has held a similar position at Lindsay, Okla., for the last three and a half years.

C. A. Mackey will be superintendent of schools at Canistota, S.D., next year. At present he is superintendent at Winfield, S.D.

H. E. Wilson, superintendent at Beaver, Okla., for the last 10 years, has resigned.

M. C. Howard has resigned as superintendent of schools for Jackson County, Iowa, effective August 1.



KARDEX speeds pupil absence records to meet state law requirements

WITH LAWS requiring accurate pupil absence reports for payment of state attendance fees, many schools are installing Kardex visible systems for the faster, more accurate records they now need.

At the La Cañada, California, School District, which has 950 pupils, the new Kardex installation shown above eliminated vexing delays which had characterized the end of every "register month," and enabled the district's report to be forwarded to the state *accurately and on time*.

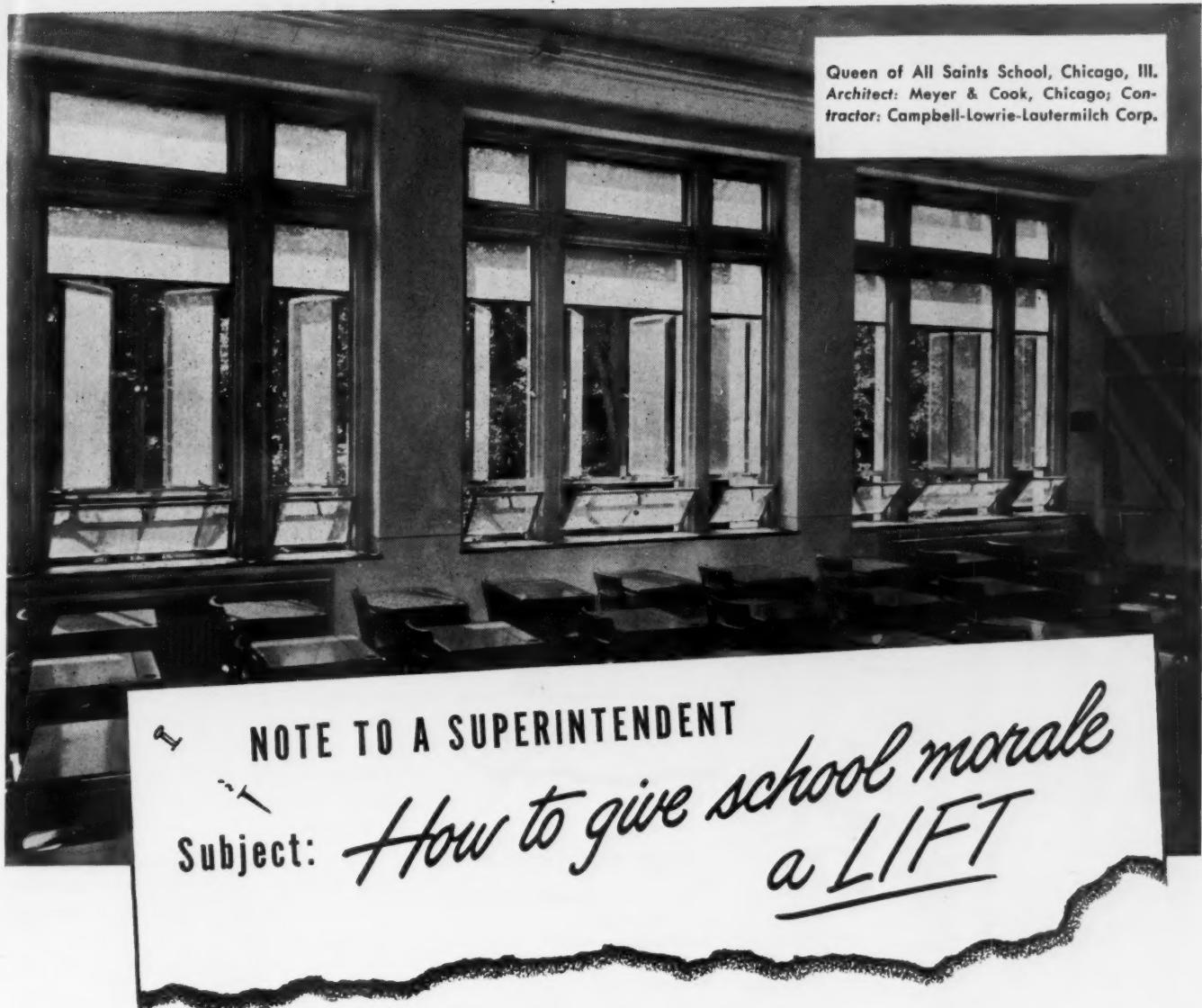
This Kardex installation easily

provides all needed data, maintains the absence report on a "current" basis, and reduced the necessary clerical personnel from three persons to *one* part time clerk.

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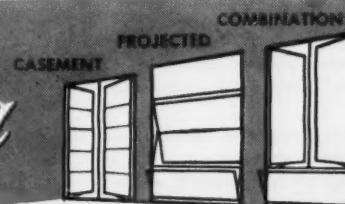
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FEATURES

- Toggle switch operates on AC and DC
- Optional time clock at no extra cost (AC only)
- Automatic shut-off
- Operates 1 to 24 minutes (or manually)
- G.E. 1/8 HP Universal motor
- Requires no filters, oiling or greasing
- Patented airflow system cools motor
- Completely leak-proof
- Wide neck for easier filling
- Rotary Compressor creates spray (this is not a fan-type unit)
- Graphitar lubrication allows unit to run wet or dry
- Clog proof spray nozzle 180° adjustable
- Container withstands chemical action of insecticides
- Precision built to save time and labor and for trouble-free years of service
- Aluminum alloy casting rust resistant
- Low center of gravity for easier handling and aids in preventing unit from tipping over
- Specially built-in fuse assembly protects against burn-outs
- Utilizes every drop of insecticide
- Instantaneous and continuous full pressure spraying
- Density of spray easily regulated by air volume control dial
- Ball bearings hermetically sealed
- No condensation of steam or water to dilute insecticide

NEWS...

S. O. Loving, superintendent at Sabine, Tex., for nine years, has accepted a position as superintendent at Talco, Tex., effective July 1.

W. L. Boyd has resigned as superintendent at Jasper, Mo.

Lloyd H. King has resigned as high school principal at Minot, N.D., to become superintendent at Drake, N.D.

Burns E. Taft, high school principal at Newell, S.D., will be the new superintendent at Sundance, Wyo.

Frank C. Bean, superintendent at Avery, Tex., the last six years, has accepted the superintendency at Deport, Tex. He will succeed **W. A. Barber**, who resigned.

T. N. Lamb has been reappointed, for three years, as superintendent of the Bendle schools, Flint, Mich. **Mrs. Ruth L. Bills**, high school principal, has been named assistant superintendent in charge of elementary schools and director of curriculum and guidance. **Judson Hudnut**, head coach and social studies instructor, has been appointed assistant superintendent in charge of the high school, faculty manager of athletics, and director of attendance.

Chris D. Corbin, director of instruction at Fort Smith, Ark., has been appointed to the newly created position of assistant superintendent of schools.

PRINCIPALS . . .

Curtis Alexander will become principal of a newly organized senior high school at Tolono, Ill., this fall. The new school will result from the consolidation of the Tolono, Pesotum, Philo, Sadorus and Sidney districts. Mr. Alexander has been principal of the township high school at Wellington, Ill., since 1942.

Eugene Rourke has resigned as headmaster of Woodbury High School, Salem, N.H.

L. E. Crane, high school principal at Swanton, Vt., has been named principal of the high school at Northfield, Vt.

Chester G. Carlisle, dean of boys at Union High School, Exeter, Calif., will become principal of the school this fall. He will succeed **Walter M. Smith**, who held the position 30 years. Mr. Smith will take over the newly created post of business manager of the school.

William Spangler has been elected high school principal at Leonard, Tex.

Roger L. Warner, high school teacher at Arlington, Mass., has been named principal of Oliver Ames High School

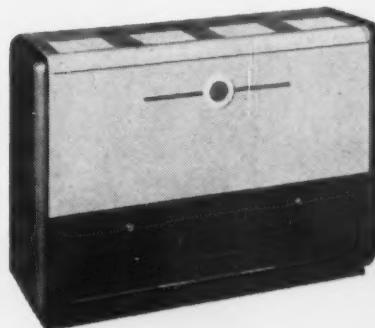
Safeguard their health in the schoolroom



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NEWS...

at Easton, Mass. He will succeed Gilman H. Campbell, who will retire in June.

Angelo F. DeAngelus, science instructor in the high school at Dalton, Mass., has been appointed principal of the school, succeeding S. Gordon Smith, who resigned.

Robert W. Saunders has been appointed principal of Farmington High School, Unionville, Conn., effective in June.

Raymond S. Locke, high school principal at Medfield, Mass., has been ap-

pointed principal of Leander R. Peck High School, Barrington, R.I.

Herschel V. Rowe, science teacher at Gibson City, Ill., has been named principal of the high school there.

Edward N. Bell has resigned as supervising principal at Lambertville, N.J.

Edgar C. Thompson, principal of Southeastern High School, Detroit, is retiring June 26. Charles A. Daly, principal of Miller High School will succeed Mr. Thompson at Southeastern. William E. Merritt, principal of Cleveland Inter-

mediate, will become principal of Miller High School.

Olton Hewitt has resigned as principal of Central High School, Grand Forks, N.D., effective at the close of the school year. His successor will be L. W. Hanson.

Vernon G. Smith, superintendent at Scarsdale, N.Y., will succeed David A. Tirrell, resigned, as principal of St. Johnsbury Academy, St. Johnsbury, Vt., July 1.

D. G. Shaw, principal at Richlands, N.C., has resigned.

Henry LaMuth, head of the Kirtland school system, near Willoughby, Ohio, for the last six years, has been appointed principal of the new Riverside Junior High School near Painesville, Ohio. Douglas McClintock, Kirtland teacher, will succeed Mr. LaMuth at that school.

John Walters, principal of the Fourth Ward School at Eau Claire, Wis., has been elected principal of the new Outer Tenth Ward School there.

John P. Goss, teacher at Lyndon Institute, Lyndon Center, Vt., has been named high school principal at Stowe, Vt.

Fred Chapman, superintendent of grade schools at Nashville, Ill., for the last five years, is the new high school principal at Waltonville, Ill.

M. E. Kizer has been appointed high school principal for Community Unit School District No. 9, Medora, Shipman and Piasa, Ill.

Harold S. Rising, high school faculty member at Waterbury, Vt., will be the new principal of McIndoe Academy, McIndoe Falls, Vt.

Edwin W. Draper has been appointed principal of the grammar school at Painted Post, N.Y. He will succeed Kenneth R. Cliquennoi, who has resigned to accept a position as supervising principal of Central School at Troupsburg, N.Y.

C. Emerson Homet, English teacher in the junior high school at Hornell, N.Y., will become principal of Columbian School at Hornell this fall.

James L. Hanks, high school teacher at Charleston, Ill., has been named principal of the township high school at Longview, Ill., succeeding Harry Jarman, who resigned.

Charles W. Wefer, principal at Goshen, Ind., has resigned.

Walter A. Miller Jr., supervising principal at Egg Harbor City, N.J., is the newly appointed supervising principal at Dunellen, N.J.

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NEWS...

Gordon M. Thomas, high school principal at Woodstock, Vt., for three years, has been elected high school principal at Bennington, Vt.

M. E. Alford will be the new principal at Great Bridge schools near Norfolk, Va. Mr. Alford has been principal of the training school at Alabama State Teachers College, Montevallo, Ala.

Robert M. Coughlin has been appointed supervising principal at Westfield, N.Y. He will succeed Harry M. Eaton, who is retiring.

Charles G. Owens has been named supervising principal of Central School at Milford, N.Y.

Merrill H. Fairheller, supervising principal at High Bridge, N.J., since 1947, has resigned.

Harry Dickerson, high school principal at Grand Tower, Ill., has accepted a position as principal of the Community High School at Gorham, Ill. He succeeds Charles Leinert, who began his duties as principal of the Community High School at Paxton, Ill., June 1.

Raymond W. Farnham, high school principal at Madison, Me., since 1942, will succeed Horace P. Herrick as principal of Morse High School at Bath, Me. Mr. Herrick has resigned.

LeRoy Kline, supervising principal at Camp Hill, Pa., has been given a year's leave of absence for reasons of health. Donald E. Enders, high school principal, will be supervising principal during Dr. Kline's absence.

Edwin Whitehead, high school athletic coach at Sparks, Nev., for 12 years, has been promoted to the position of high school principal.

John W. Kopp has been named supervising principal at Cambridge Springs, Pa., succeeding John C. Prinie, who is retiring.

IN THE COLLEGES . . .

Otto F. Kraushaar is the new president of Goucher College, near Baltimore.

Thurman Kitchin, president of Wake Forest College, Wake Forest, N.C., will retire June 30, 1950.

John S. Millis has resigned as president of the University of Vermont and State Agricultural College to accept a position as president of Western Reserve University, Cleveland.

James B. Conant, president of Harvard University, has been elected chairman of the American Council on Education. First vice chairman is David D. Henry, president of Wayne University, Detroit.

OTHERS . . .

Timon Covert, specialist for school finance in the U.S. Office of Education, has retired from government service. Mr. Covert joined the Office of Education staff in 1925 as assistant specialist in rural education. He was appointed specialist in school finance in 1930.

Mrs. Jessie Baxter of Lincoln Park, Mich., has been appointed to the board of the Michigan Public School Employees' Retirement Fund for a six-year term ending in 1955. Mrs. Baxter succeeds Mrs. Daisy Howard of Flint, whose term had expired.

DEATHS . . .

William J. Barry, 45, assistant superintendent of Boston schools since 1942, died in May. He suffered a cerebral hemorrhage. Mr. Barry was the youngest man ever to have been appointed to the board of superintendents in Boston.

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COMING EVENTS

Meeting dates for national and regional programs

JUNE

- 19-July 8. National Training Laboratory in Group Development, Gould Academy, Bethel, Me.
- 20-22. National Conference of Student Councils, Cincinnati.
- 29-July 2. National Conference on In-Service Growth of Teachers, N.E.A. Commission on Teacher Education and Professional Standards, University of New Hampshire, Durham, N.H.

JULY

- 2-4. National Science Teachers Association, Boston.
3. National Association of Field Workers, Boston.
3. National Council for Business Education, Boston.
- 3-8. National Education Association, Boston.
- 3-8. Department of Administrative Women in Education, Boston.

- 3-8. N.E.A. Department of Elementary School Principals, Boston.

- 3-8. Department of Classroom Teachers, Boston.

4. American Educational Research Association program on "Child Development in the Improvement of Educational Practices," Boston.

4. United Business Education Association, Boston.

- 11-22. Conference on Elementary Education, Department of Elementary School Principals, Boston.

- 11-22. N.E.A. Department of Classroom Teachers, Plymouth Teachers College, Plymouth, N.H.

- 25-Aug. 19. N.E.A. Institute of Organization Leadership, Washington, D.C.

AUGUST

- 28-Sept. 3. National Conference of Professors of Educational Administration, Clear Lake Camp, Battle Creek, Mich.

OCTOBER

- 2-6. Association of School Business Officials, Boston.

- 3-5. National Conference on High School Driver Education, Jackson's Mill, W. Va.

- 5-7. California Association of School Administrators, Santa Cruz, Calif.

- 6-8. Education Clinic, Winfield, Kan.

- 10-12. County and Rural Area Superintendents, Memphis, Tenn.

- 13-15. American Conference of Teacher Examiners, Chicago.

- 13-17. National Council on Schoolhouse Construction, Indianapolis.

- 17-24. United Nations Week.

- 24-28. American Public Health Association, New York City.

- 24-28. National Safety Congress and Exposition, Chicago.

31. Association of Urban Universities, Chicago.

NOVEMBER

- 6-12. American Education Week.

- 7-9. National Society for Crippled Children and Adults, New York City.

DECEMBER

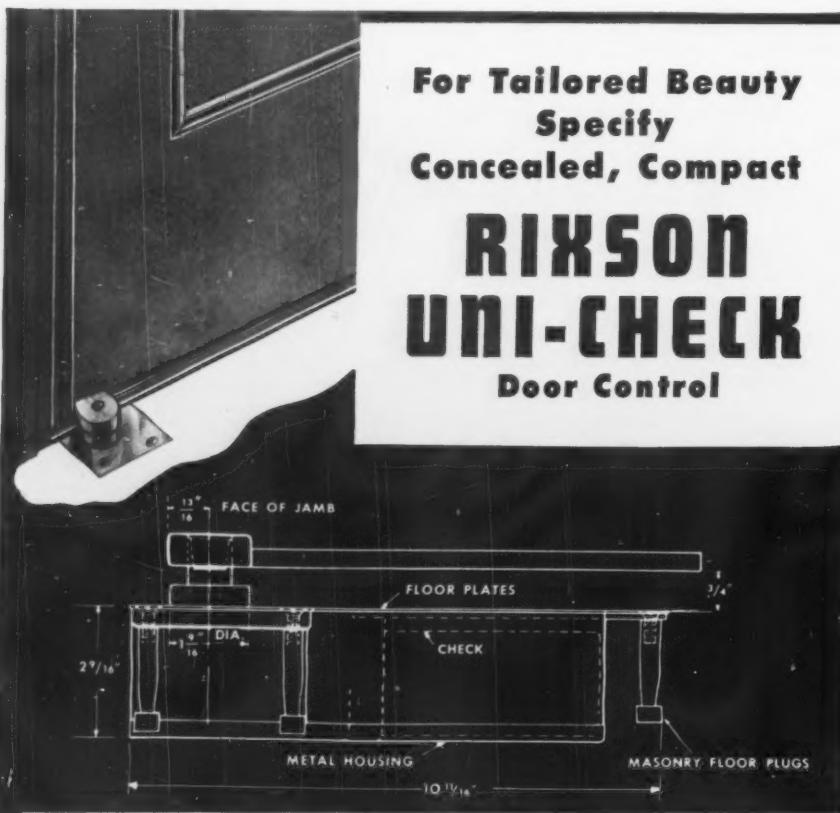
- 28-30. National Business Teachers Association, Chicago.

JANUARY

- 23-27. Southwest Air Conditioning Exposition of the International Heating and Ventilating Exposition, Dallas, Tex.

FEBRUARY

- 25-Mar. 2. American Association of School Administrators, annual meeting, Atlantic City, N.J.



For Any Interior Door—at a Cost Comparable to Ordinary Treatment

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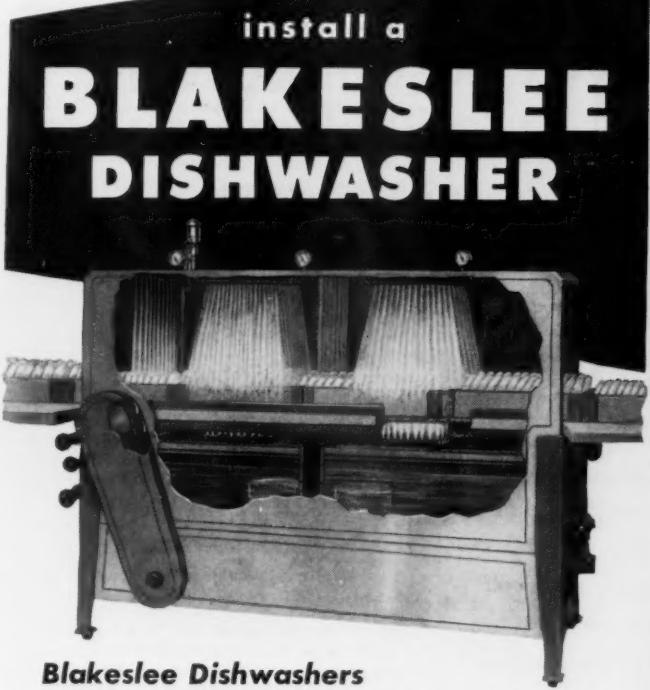
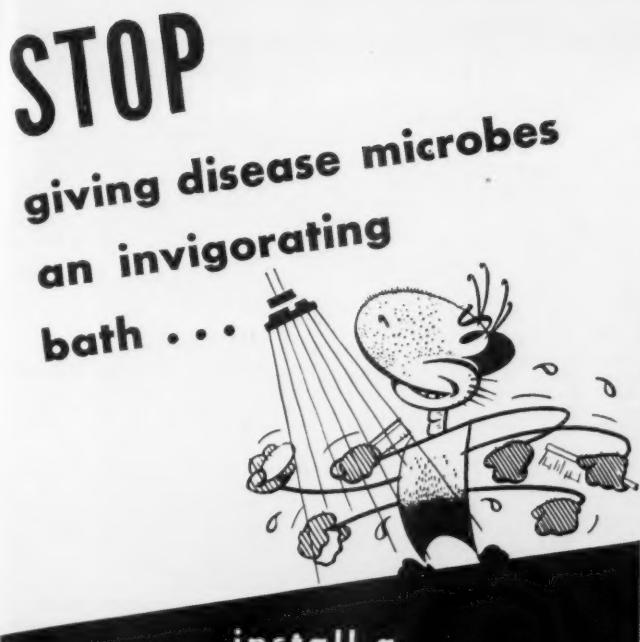
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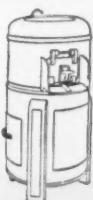
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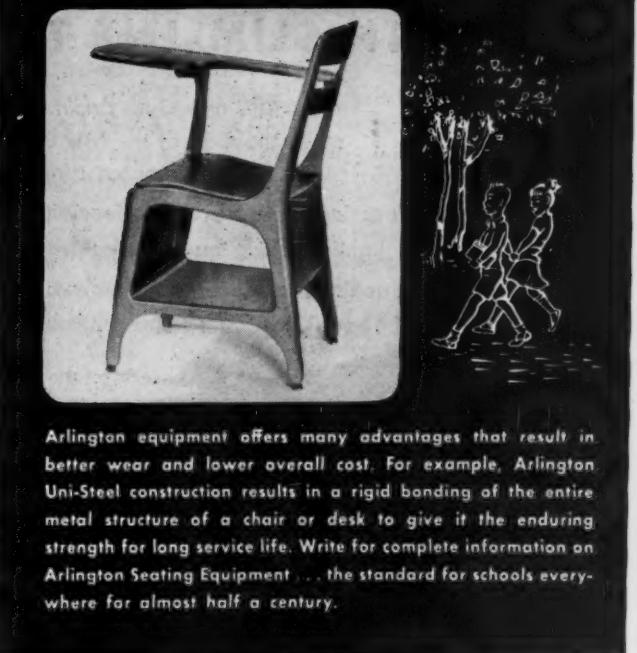
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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Choosing the Superintendent of Schools. American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington 6, D.C. Pp. 12. 25 cents.

The Forty-Eight State School Systems. Study of the organization, administration and financing of public elementary and secondary education, directed by Francis S. Chase, University of Chicago. Sponsored by Council of State Governments, 1313 E. 60th St., Chicago 37. Pp. 245. \$4.

Business-Sponsored Teaching Aids. Presents nature, purposes and content of free and inexpensive materials for the classrooms; how they are prepared, produced and distributed;

availability, actual use and evaluation; recommendations. By Thomas J. Sinclair, manager, school and college service, Association of American Railroads. F. A. Owen Publishing Co., Danville, N.Y. Pp. 113.

Helping the Teacher of English Through Supervision. (Mimeoographed.) Miriam Booth, editor. Committee on Supervision, National Council of Teachers of English, 211 W. 68th St., Chicago 21. Pp. 62. 50 cents.

1948-49 Education Directory. Part I: Federal Government and States, pp. 39, 15 cents; Part II: Counties and Cities (superintendents), pp. 77, 20 cents; Part III: Higher Education (colleges, universities), pp. 173, 30 cents. Prepared by U.S. Office of Education. Order from U.S. Government Printing Office, Washington 25, D.C. \$4.

COUNSELING

Trends in Student Personnel Work. Edited by E. G. Williamson. Reviews range of developments in last 25 years and includes new applications beyond traditional vocational guidance and psychotherapy, such as problems of foreign students, student housing, religious counseling, discipline. University of Minnesota Press, Minneapolis. Pp. 417. \$5.

CURRICULUM

Reading in the Elementary School. 48th yearbook of the National Society for the Study of Education, Part II. Edited by Nelson B. Henry. University of Chicago Press, Chicago 37. Pp. 338.

The High School Student and His G.O. (Government orientation.) A resource unit for orientation to student participation in school government. New York City Board of Education, 110 Livingston St., Brooklyn 2, N.Y. Pp. 185.

The Elementary Course of Study. An interim report, 1949. Prepared under general direction of Paul L. Cressman, director, Bureau of Instruction, and Leversia L. Powers, chief, elementary education. Bulletin 238-B, State Dept. of Public Instruction, Harrisburg, Pa. Pp. 587.

Stuttering. Prepared for American Speech and Hearing Association by Charles Van Riper under editorship of Wendell Johnson. Published by National Society for Crippled Children and Adults, Inc., 11 S. La Salle St., Chicago 3. Pp. 60. 35 cents.

Exploring the South. By Rupert B. Vance, John E. Ivey Jr., and Marjorie N. Bond. Junior high school text designed to acquaint the youth of the South with the region—its human resources, its natural endowment, and the ways in which Southerners can make the most of Southern possibilities. University of North Carolina Press, Chapel Hill. Pp. 404. \$3.50.

FEDERAL AID

A Compilation of Laws and Proposals Relating to Federal Aid to Education. (Mimeoographed.) By Zeno B. Katterle, associate professor of education, and Ruth E. Pike, research associate, administration offices, State College of Washington, Pullman. Pp. 431.

TEACHING TECHNICS

Toward Better Teaching. A report of current practices. 1949 yearbook of the Association for Supervision and Curriculum Development, N.E.A., 1201 Sixteenth St., N.W., Washington 6, D.C. Alice Miel, Teachers College, Columbia University, and Kimball Wiles, School of Education, New York University, co-chairmen. Pp. 282. \$3.

Health Education. A guide for teachers and a text for teacher education. Fourth edition, completely rewritten. By joint committee on health problems in education of the N.E.A. and the American Medical Association. National Education Association, 1201 Sixteenth St. N.W., Washington 6, D.C. Pp. 418. \$3.

OF GENERAL INTEREST

Comics, Radio, Movies—and Children. By Joscette Frank, educational associate in charge of children's books and radio on the staff of the Child Study Association of America. Public Affairs Pamphlet No. 148, Public Affairs Committee, 22 E. 38th St., New York 16. Pp. 32. 20 cents.

Why I Am in the Labor Movement. By 15 labor leaders. Special Report No. 20, National Planning Association, 800 21st St. N.W., Washington 6, D.C. Pp. 56. \$1.

The Nation's Health, a Ten-Year Program. Report to the President by Oscar R. Ewing, Federal Security Administrator. U.S. Government Printing Office, Washington 25, D.C. Pp. 186. \$1.

Juggernaut—American Labor in Action. Story of trade unionism in terms of the leaders who have made it what it is today. By Wellington Roe. J. B. Lippincott Co., E. Washington Square, Philadelphia 5. Pp. 375. \$4.

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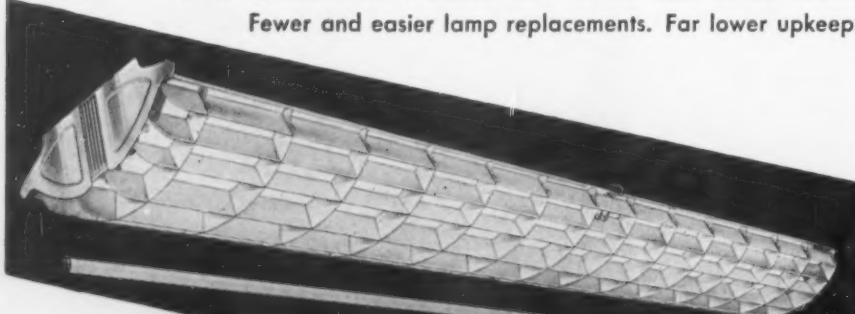
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Sanding Disc

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Approved by flooring manufacturers everywhere for use on the most sensitive surfaces, Churchill's Old Castle is the outstanding scrub soap of today... noted for its thorough cleaning power and for being so neutral. Made of purest vegetable oils, it is *free rinsing*... leaves no film to collect dust. It restores original color and beauty to linoleum, painted and varnished surfaces, furniture, woodwork, walls, tile, marble. Also washes asphalt tile and compositions without affecting the finish. Call your Churchill distributor or representative today, or write...

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GALESBURG, ILLINOIS

MANUFACTURERS OF SUPERIOR FLOOR AND
BUILDING MAINTENANCE MATERIALS AND TOOLS



16mm Sound-on-Film

PROJECTOR



Large 10-Tooth
Sprocket—
4 teeth engaged in
film at all times,
giving maximum
film life.

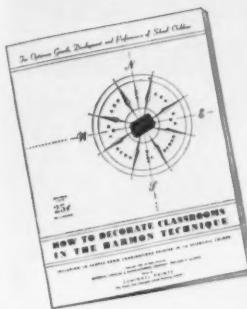
The new REXARC with high intensity
arc lamp, 40 watt output amplifier, and
newest coaxial high and low frequency
speaker, available.

BEFORE YOU DECIDE TO PURCHASE
write for the new catalog detailing the
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School Department, Luminall Paints
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the light-reflective
paint for interiors

PEABODY TEACHERS' DESKS READY FOR PROMPT DELIVERY



No. 327
PICTURED

RECESSED BACK PANEL— SOLID OAK

Designed to provide comfort, an abundance of desk and drawer space. Solid white oak—41" x 29" x 30" high. Write for complete details and prices. Now ready for shipment.

PEABODY No. 260 Steel

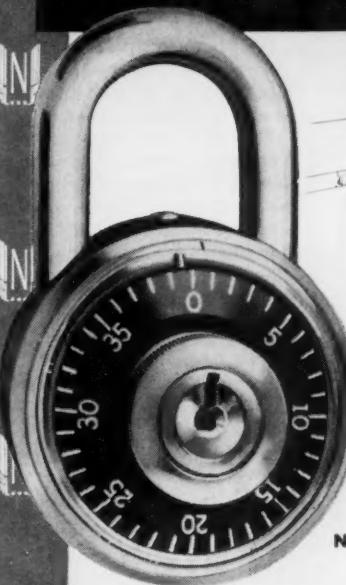
This is one of the most practical school seats ever designed. It is roomy, comfortable and flexible in use. Peabody No. 260 has positive adjustment of both seat and desk—silent adjustable hinges—trouble-free swivel—solid Hard Maple top. Comes in new Sun Tan color.

THE PEABODY SEATING CO., Inc.
NORTH MANCHESTER INDIANA

Movable Desks



Low Cost PROTECTION the year round



No. 68-264

with NATIONAL LOCK combination locks

National Lock combination shackle locks assure complete protection at exceptionally low cost. Smartly-designed... rugged... these economical locks are made to give years of trouble-free locker security. Place your order now. Convince yourself.

No. 68-264 Masterkeyed Self-Locking Shackle Lock

Has stainless steel outer case. Self-locking. Requires dialing to three numbers to open. Masterkey feature permits opening by authorized custodian if necessary. A capable performer.

No. 68-265 Self-Locking Shackle Lock

Has double steel construction. Shackles are $\frac{5}{16}$ " steel. Dial is finished in black enamel with white gradations for easy legibility. Ideal for school and gymnasium use. Not masterkeyed.

FREE LOCK RECORD BOOK

With initial order for 100 or more locks. Handsome leatherette binder with charts for complete lock record provides an effective system of locker control.



NATIONAL LOCK COMPANY
Lock Division
Rockford • Illinois

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Definitely
Different!

The New
KOLOGRAPH
16-mm SOUND PROJECTOR with
the INTERMITTENT SPROCKET

ASK THE PROJECTIONIST at your favorite movie theater the reasons why an intermittent sprocket is SUPERIOR to a claw. No theatre projector uses a claw movement.

Because of its Intermittent Sprocket, the KOLOGRAPH Projector gives you theater quality pictures and sound. Now at last you can get rock steady pictures AND a tone quality that are unequalled in the 16-mm field. KOLOGRAPH means prolonged film life and the end of jumpy pictures. It's the favorite machine with those who want uninterrupted performances. For a projector that can take it, day in and day out . . . SEE KOLOGRAPH FIRST!

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SCHOOLS & CHURCHES
Make extra money for
your special projects.
Have your own 16-mm
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Write for details on
Kolograph's Special
Sales Plan . . . NOW!

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American "FOLDING FORTIES"
OFFER COMFORT, GOOD LOOKS, DURABILITY, ECONOMY

- ✓ CAFETERIAS
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- ✓ OFFICES
- ✓ CLUB ROOMS
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- ✓ ASSEMBLY ROOMS
- ✓ CHAPELS



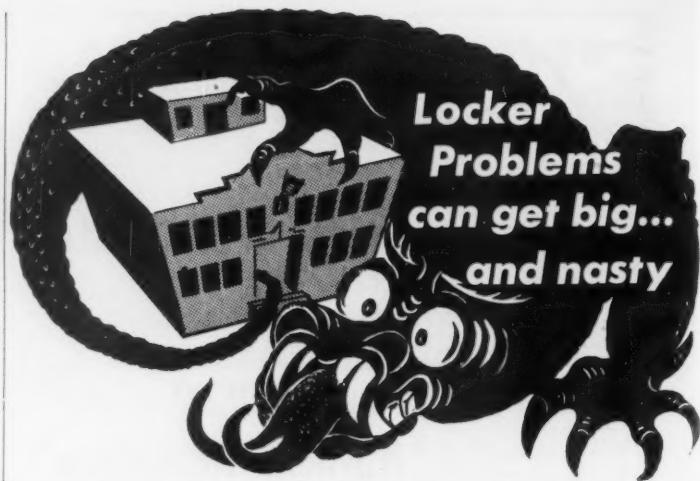
American Folding Chair No. 44 with plywood seat—Strong: Frame is triangular steel tubing with solid-steel cross braces. Comfortable: Formed hardwood seat of five-ply urea-resin-bonded plywood, 14 1/4" wide, 15" deep, walnut stained, durably lacquered. Formed-steel back panel. Safe: Can't tip forward in use, no snagging, pinching, or soiling hazards. Quiet: Folds quickly and quietly; easy to carry and store. Metal parts finished in baked enamel. Replaceable rubber feet.

No. 43—Same durable construction, with formed-steel seat. Suitable for outdoor use.

American Seating Company Grand Rapids 2, Michigan

Branch Offices and Distributors in Principal Cities

Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs



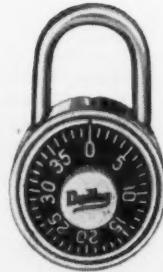
Solve them with Dudley
controlled protection

Don't let locker troubles disrupt schedules, waste time, require costly "cutoffs". Standardize on dependable Dudley Locks for all lockers. They're precision built, Master-Charted for opening by an authorized person.

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RD-2

Rotating dial combination . . . resists picking or tampering . . . guaranteed for two years against inherent defects.



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CORPORATION**

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Chicago 6, Ill.



**PLAN TO VISIT
DON EXHIBITION HALL**

Next time you're in Chicago—on a vacation—or just passing through, make it a point to visit the DON EXHIBITION HALL. It will be well worth your while to see the industry's largest, all year 'round display of FOOD SERVICE EQUIPMENT & SUPPLIES that improve service, cut time, conserve food and reduce maintenance costs. Just another reason why DON is recognized as AMERICA'S HEADQUARTERS for equipment that insures more profitable operation of Hotels, Clubs, Restaurants, Hospitals, Schools, Resorts, Fountains . . . and wherever people eat, drink, sleep or play!

In the big, block-long DON BUILDING is every facility to serve your needs better and faster. DON regularly sells 50,000 items such as glassware, chinaware, pots, pans, furniture, kitchen utensils, bar supplies, fountain supplies, janitorial and sanitation supplies. On every item, SATISFACTION GUARANTEED OR YOUR MONEY BACK!

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for every school purpose
—all in handsome, im-
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Solid Bronze—are illus-
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HONOR ROLLS
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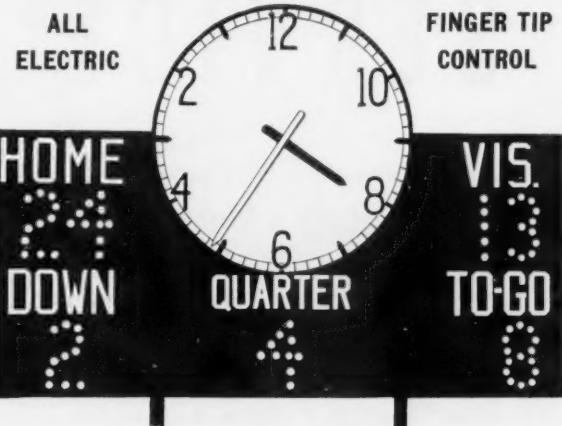


INTERNATIONAL BRONZE TABLET CO., INC.

150 WEST 22nd STREET

NEW YORK 11, N. Y.

ACCURATE SCORING FOR THIS FOOTBALL SEASON



- Scoring numbers two feet high, formed by 1 inch bull's eyes.
- Score, time, and quarters controlled from timer's table.
- Downs-Yards to go operated from line of scrimmage.
- All mechanisms enclosed in weather proof cabinets. Heavy duty reversible motor mounted in clock. Black minute hand and red second hand.

We Build Scoreboards to Your Specifications.
Write for Our Free Catalog.

NADEN & SONS
WEBSTER CITY, IOWA



There's no one quite so proud as a youngster with a new pair of shoes . . . a shiny new bike . . . or an ID school desk.

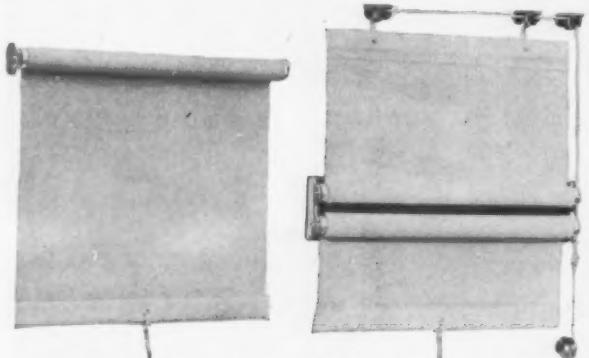
Youngsters of today are more quality conscious about everything . . . including the school desks they use. That's why they glow with pride when you furnish them ID desks. School kids appreciate the clean cut lines . . . the modern design . . . the solid good looks . . . much as business executives admire fine office furniture. That's because ID school desks are built like fine office desks. The same expert craftsmanship . . . the same top grade woods that go into nationally famous ID office furniture are found in ID school desks.

See the self-evident superiority of ID school furniture for yourself. You'll quickly be convinced that here are desks you'll be wise to put into your classrooms . . . desks that teachers and students will be proud to use.

**Send for illustrated folder of complete line
and name of your dealer.**

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JASPER, INDIANA • U. S. A.

Griggs' Shades Are Built for Long-Usage in Schools!



A host of good materials go into Griggs' School Window Shades, including rubber bumpers on lower slats, sturdy rollers, birch slats and heavy steel hardware. The single roller, above, comes with Griggs' highest recommendations.

For further information on items above or other school equipment or auditorium seating, please contact:

**GRIGGS
EQUIPMENT
COMPANY**

Triple pulley suspensions at top is featured in Griggs' No. 44 double roller school shade. It is complete with light strip, brackets, and tie down, all ready to install. These shades admit and diffuse light properly for classroom use.

Our School Shades come in various widths and lengths. We also offer two types of Shades for Visual Education. Request folder!

Manufacturers and Suppliers of
SCHOOL SEATING
Belton • Texas



● Exclusive Brillo cross-stranded quality steel fibers, in solid disc pads, quickly remove grime and give satiny polish to waxed floors. Four grades—for scouring, wet or dry cleaning, hardening and polishing wax. Quick acting, long wearing, low cost. Sizes for all machines.

Brillo Mfg. Co., Inc.
Brooklyn 1, New York

SEND FOR HELPFUL FOLDER ON LOW-COST FLOOR UPKEEP

Mitchell FOLD-O-LEG tables

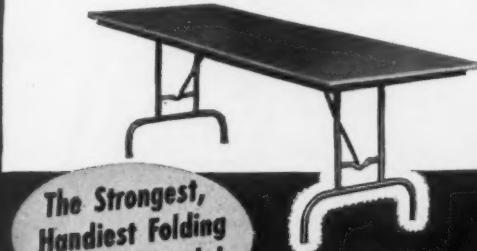
BUILT BETTER, STRONGER

The most popular folding tables for school and college use . . . provide 25% greater seating capacity without knee interference . . . store in 300% less space . . . rigid when set up.

FOLD-O-LEG Tables are good looking. Top satin finish brown tempered Masonite Preswood, unmarred by bolts, rivets or nails. Folding legs: Sturdy, welded tubular steel, finished in bryce beige enamel. FOLD-O-LEG Tables last longer because they are stronger.

Prompt Delivery . . . Write for descriptive folder.

MITCHELL MFG. COMPANY
2734 S. 34th St., Milwaukee 7, Wis.



The Strongest,
Handiest Folding
Table Made!

SERVICE

Just preceding the back cover in this and every issue—there's a detachable, postage prepaid card . . . to help you get product information on one or a dozen items with a minimum of effort and time. As you read the advertising pages and the descriptions in the "What's New" section, check the items that interest you . . . use the card. Sign it, mail it. The manufacturer of each item checked will be asked to send you complete details, no charge, no obligation.

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Announcing—
Cram's New* Teaching Aids

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New Excello Series Moderate-ly Priced Political Maps

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and many other items designed to make teaching easier, faster and more effective.

"The Right Map for Every Grade"

*Really new—just off the press!
Write for your copy today.

The George F. Cram Co., Inc.
730 East Washington St., Indianapolis 7, Ind.

Since 1867



AT LOWER COST!

Equally comfortable too, for this Krueger chair features an extra large, recessed masonite seat and curved steel back rest scientifically designed to assure correct posture. Single action folding, positive seat lock and a smoothly baked finish are features which enhance its standard of value.

WRITE FOR DESCRIPTIVE FOLDER

KRUEGER
METAL PRODUCTS • GREEN BAY • WISCONSIN

What advantages are there in these Folding doors for schools?

In schools, Modernfold Doors are particularly well adapted to solve many types of closure and partition problems.

Modernfold is unique in closing units—with an accordion-like action in opening and closing. It saves the space swinging doors waste—every inch of wall and floor space is rendered usable and accessible.

The strong metal frame folding on itself provides easy, trouble-free operation. It assures a firm foundation to which easily cleaned, plastic-covered fabrics are attached. They are available in a wide variety of colors—to match any general color scheme.

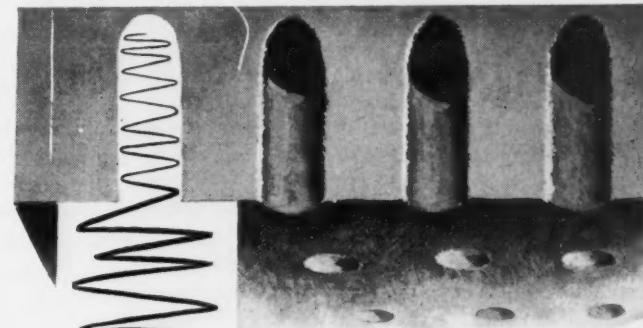
Modernfold can be used either as a "movable wall" for easy, economical room division, or as an attractive, space-saving closure for all types of interior openings. It replaces, for instance, the commonly used stage curtains in school auditoriums...is a successful closure for wardrobes...divides study rooms, lecture rooms, etc. Write for full details.

NEW CASTLE PRODUCTS

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In Canada Raymond Mfg. Co. Ltd. Montreal

Consult your local telephone book for the names of our installing Distributors.



THE CEILING
with a hundred thousand
"NOISE TRAPS"

Send for Free, Fascinating Brochure: Tells you about Fibreton*, the acoustical ceiling, and how its thousands of scientifically-designed noise traps help eliminate unwanted noise—in offices, restaurants, banks, schools, factories, and recreation centers. Write Johns-Manville, Dept. NS-7, Box 290, New York 16, N.Y.



*Reg. U. S. Pat. Off.



Johns-Manville
FIBRETON

What's New FOR SCHOOLS

JULY 1949

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 96. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Model 435 Mimeograph



The mimeograph operator can now sit in a standard office chair while working at her machine. The new Model 435 Mimeograph with Flexamatic control is a table model, electric-drive unit for use with all makes of suitable stencil duplicating products. Mounted on rubber feet, the Model 435 can be placed on a table, a desk or on the Model 27 stand with built-in "start and stop" foot-control or on the Model 22 cabinet with large enclosed storage space for supplies and pull-out shelf for additional working area. The machine is highly economical and efficient for general use and specialized mimeographing procedures. A number of new features add to its efficiency and ease of operation. A. B. Dick Co., Dept. NS, 720 W. Jackson Blvd., Chicago 6. (Key No. 194)

Dated Tumblers

Libbey Heat-Treated tumblers will now be inscribed with the date of manufacture. This innovation is designed to help the user in checking the service of his glassware. The date will appear on the bottom of the glass beside the white etched star with the initials H-T. The single figure on the left of the star indicates the last digit of the year of manufacture, the figure on the right, the quarter. Libbey Glass Co., Dept. NS, Ohio Bldg., Toledo 1, Ohio. (Key No. 195)

Plastic Door Plates

Kickplates and push plates are now being fabricated from a newly developed grade of laminated plastics known as "Textolite." The material has excellent mechanical strength and resistance to abrasion and tests have proved that it does not tarnish, can be wiped clean without polishing, is resistant to most cleaning agents, degreasing solvents, disinfectants, floor wax emulsions, insect sprays and kitchen greases and is unaffected by boiling water. Tests of exposure to extreme humidity conditions resulted in dimensional changes of no more than 1 per cent. The new G-E textolite door plates are furnished in any thickness and lateral dimension specified, with edges beveled and screw holes drilled, and are available in both black and brown. General Electric Co., Dept. NS, Pittsfield, Mass. (Key No. 196)

TR16B Record Player

The Newcomb Model TR16B record player combines the ability to play 45 RPM and 33 1/3 LP microgroove records as well as 33 1/3 broadcast type transcriptions up to 17 1/4 inches in diameter plus regular 78 RPM standard recordings. The light-weight, portable player has a constant speed rim drive motor with simple speed change lever. The feather-weight crystal pick-up employs a semi-permanent, easily replaceable needle of new design. The engineering permits mixing of speech with records or use of each independently. A heavy punched metal grille protects the speaker and the sturdy plywood case is finished in Fabrikoid with metal corners for extra strength. Newcomb Audio Products Co., Dept. NS, 6824 Lexington Ave., Hollywood 38, Calif. (Key No. 197)

Rauland Phonograph Amplifier

The new Rauland 1825 High-Fidelity Phonograph Amplifier features a detachable remote control preamplifier designed to mount in any position to meet the mechanical requirements of any custom installation. The design of the compact preamplifier unit permits unlimited flexi-

bility. A five-position frequency cut-off eliminates needle scratch and noise. Separate controls provide bass and treble boost and an auxiliary volume control supplements the master control. Other mechanical features ensure excellence of performance. Rauland-Borg Corp., Dept. NS, 3523 Addison St., Chicago 18. (Key No. 198)

Functionally Designed Plastic Dishes

Devine plastic tableware, which has been tested in use in other fields and has come through with favorable reports, is now being made available to institutions. Functionally designed for maximum efficiency in use, in storage and in handling, the ware is attractive, can be washed by hand or in automatic dishwashers and can be boiled or autoclaved if desired. It is made of Melmac, molded by General Electric, and is tasteless, odorless and light in weight. It also has an insulating quality which keeps foods hot or cold for reasonably long periods. The light weight facilitates handling and the functional design, which permits cups to be stacked to any height, as one example, saves storage space.

Among the interesting items is a plastic nesting bowl set containing standard measurements of 1, 2 and 4 quarts, 1 pint, 7, 10 and 12 ounces, all with covers which fit tightly, thus protecting foods in storage and so designed that the bowls can be stacked one upon the other. The ware is durable and hard to break, it has a non-absorbent, high gloss finish and it is available in six attractive colors. The design of all pieces is such that in storage complete



ventilation is permitted, thus reducing scuffing, water rings and the development of bacteria. Devine Foods Inc., Dept. NS, 1500 S. Western Ave., Chicago 8. (Key No. 199)

Setting New Standards

SCHOOL TABLEWARE

Designed with the Advice and Cooperation of Home Economists, Dietitians, Nurses and Doctors

Proved by year-round use in many of the world's largest plastic tableware installations . . . Devine Ware Sets *New Standards*—offers many exclusive advantages for both table and tray service as well as storing foods in schools, hospitals and public restaurants.

Yes—tasteless! Totally without odor!

Yes—withstands boiling heat! Made of heavily reinforced Melmac.

And here's a new one—*Positive Air Circulation*. So engineered that while it stacks in one-third the ordinary space, patented contact points provide free air circulation, and negative bacteria count.

Also, low heat conduction keeps foods warm—or cold—throughout the meal. Minimizes dish clatter . . . washes easily—all surfaces dry rapidly without water spots or rings. So light, compact, quiet and easy to handle—Devine Ware enormously reduces the work of handling, kitchen, dining room, and tray service.

Home Economists are delighted with the beauty, economy, sanitary quality, convenience, durability and exclusive features of Devine Ware. It is in regular use at hundreds of schools, universities, colleges, hospitals, hotels, and government institutions. Continuity of supply insured because all Devine Ware items are molded in tremendous quantities by General Electric for Devine.



This picture shows the Devine Ware Four-some Dinner Set—20 pieces—and the safe-shipping, close-fitting carton in which it is packed.

WRITE TODAY FOR PRICE LIST AND BEAUTIFUL ILLUSTRATED CATALOG

DEVINE WARE

THE ORIGINAL and ONLY COMPLETE LINE of HEAVY-DUTY PLASTIC TABLEWARE . . .



The Devine Ware coffee cup with non-slip top or bottom-fitting saucer and stacking cover is a triumph of engineering convenience. Heavy duty Devine Ware comes in 6 Aztec colors and 6 Pastel shades.



Devine Ware is a complete line, including scores of convenient special shapes, sizes and close fitting containers like this Foursome Bowl Set with Covers—1 pint, 1 quart, 2 quarts, 4 quarts.

Special Introductory Offer

Mail Coupon for Famous Devine Ware "Foursomes."

DEVINE FOODS, INC.

1500 S. Western Ave., Chicago 8, Ill.

Gentlemen: Please ship to me immediately the following Devine Ware:

Send Foursome Dining Sets, Pastel Green

Send Foursome Dining Sets, Pastel Yellow

List Price \$15 less 25% or \$11.25 each Postpaid

Send Foursome Bowl Sets with Covers, Aztec

assorted Colors

List Price \$12 less 25% or \$9.00 each Postpaid

ENCLOSED IS CHECK/M.O. for \$

Name

Institution

Address

City State

Your dealer's name

Pioneered and Engineered by Devine
Molded by GENERAL ELECTRIC for

DEVINE FOODS, INC., 1500 S. Western Ave., Chicago



Skeleton and Circulation Charts



A series of anatomy charts, the originals of which were done in oil by P. M. Lariviere, is now available from Denoyer-Geppert. The first of the series shows the front and back views of the skeleton and muscles in almost life size with the ligaments on one side. The skeletal reproduction on the left and the muscular development on the right of the same chart make it possible for students better to appreciate the intimate relationship of these structures to one another.

Two charts showing circulation are also almost life-size and portray the arterial and venous systems in one chart and the scheme of circulation, portal circulation and capillaries in another. All figures are drawn against a light blue background to accentuate the anatomical detail. The charts are available with plain rollers top and bottom or with spring roller mounting. Denoyer-Geppert Co., Dept. NS, 5235 Ravenswood Ave., Chicago 40. (Key No. 200)

Portable Beverage Dispenser

A new Portable Drink Carrier has been announced for dispensing hot and cold beverages. The carrier is a light weight, stainless steel beverage dispensing unit that is easy to carry and easy to operate. The double-walled beverage tank, thoroughly insulated at sides, bottom and lid, is designed for keeping any hot or cold beverage at the desired temperature for as long as two hours. It can thus be used as a portable dispenser at athletic and other activities or on a counter as a stationary dispenser.

The carrier has a capacity of more than 8 quarts and a Dixie Cup dispenser, mounted on the lid of the carrier, holds enough cups for a complete serving of the carrier's contents. The unit is supported in front of the vendor by carrying strap leaving both hands free for operation. Dixie Cup Co., Dept. NS, Easton, Pa. (Key No. 201)

Acoustical Plaster

Gold Bond Acoustical Plaster is a new product designed to provide "built-in" sound conditioning. Employing a new lightweight aggregate as the base of its formula, the new plaster is light and easy to handle and to apply. It is provided in 4 shades: natural, ivory, cream and buff. It is designed as a finish plaster requiring no decorating, although it may be spray-painted without appreciable loss of sound absorption.

The new plaster has a 70 per cent light reflection on the natural color material and its average noise reduction coefficient is .55. It can be adapted for use on flat surfaces, coves and barrel ceilings, around columns, in corners and on curves. National Gypsum Co., Dept. NS, Buffalo 2, N. Y. (Key No. 202)

Low-Cost Laboratory Microscope

A new standard laboratory microscope has been developed which features pro-



fessional quality of lenses and mechanism at low cost. The new instrument, known as Model F, has a parfocal triple nosepiece and carries standard eyepieces and objectives of high resolving power. The stand is substantial and can be tilted for convenience of observation. Every moving part can be compensated for wear.

The instrument has an adjustable draw tube as well as coarse and sensitive fine adjustment by means of cam shaft in separate dovetails. The substage consists of a removable condensing lens and an iris diaphragm allowing critical adjustment of the light reflected from the large plano and concave three-motion mirrors underneath, as is needed for oil immersion work. The standard Model F is furnished with one eyepiece and three objectives, covering a range from 100 to 600 X, but a complete line of standard eyepieces and objectives is available permitting magnification up to 1500 X at high numerical apertures. Testa Mfg. Co., Dept. NS, 418 S. Pecan St., Los Angeles 33, Calif. (Key No. 203)

Cellular Glass and Concrete Walls

A curtain wall of cellular glass and concrete is now available for general use after study in actual service in buildings recently erected. The panels consist of cellular glass insulation cores and concrete veneers made up into thin, flat walls. They have been fabricated in several practical sizes and thicknesses for use in all basic curtain wall systems: spandrel (horizontal), vertical and bay-filling. The new walls are said to be readily adaptable to any design requirement and in erecting single or multi-story buildings, to reduce construction time, lower costs and make possible more usable floor space while providing permanent insulation. The walls are relatively light in weight and can even be salvaged for re-use.

The insulated wall panels are made in many sizes, the popular thickness being 6 inches; 2 inch cellular glass core with 2 inch exterior and 2 inch interior veneers. The exterior and interior faces of the insulated concrete panel require no additional finishing, unless desired. Glass block fenestration has been successfully cast in while panels are being fabricated and the panel wall is adaptable to any design, regardless of floor plan, window arrangement or structural skeleton.

Both components of the new panel—PC Foamglas and concrete—are incombustible, therefore the fire resistance of the panels qualifies them for use under all fire codes. Pittsburgh Corning Corp., Dept. NS, 307 Fourth Ave., Pittsburgh 22, Pa. (Key No. 204)

Stainless Steel Mop Wringer

A new mop wringer, made of stainless steel for sanitation and ease of maintenance, has recently been announced. The wringing device on the new unit is designed for efficient and easy operation, a minimum of effort producing a maximum of leverage. The new unit is neat in appearance, durable, rustproof



and requires a minimum of maintenance. Market Forge Co., Dept. NS, Everett 49, Mass. (Key No. 205)

Product Literature

• "Schools are what WE make them, A Handbook for Citizens," is the title of a booklet which, in the opinion of this editor, school administrators will find valuable for distribution in their communities as a means of educating the public on school needs. Covering such subjects as "The Schools We Want," "Do We Want Them Enough," "Appraising the Schools We Have," "The Place to Begin" and "The Time to Begin," the booklet presents helpful and challenging material concerning schools and community responsibility which should be of interest to every citizen. The booklet has been issued by Bell & Howell Company, 7100 McCormick Rd., Chicago 45, and copies are available from the company, singly or in quantities, at no charge. (Key No. 206)

• Eye-catching layout and type and amusing sketches tell the story of "The Missing Link"—a system for the control of keys. Starting out with the questions: "Is there anything more essential than the keys to your offices, stockrooms, laboratories" and "Is there anything more exasperating and time-consuming than the temporary or permanent loss of an important key," the booklet carries through the story to the statement that "There's one other thing you can save with a Visible Index Key Control System (in addition to time, trouble and maintenance expense) and that is leakage of property and information." Information on the Visible Index Key Control System of P. O. Moore, Inc., 300 Fourth Ave., New York 10, designed to handle efficiently from 50 to 50,000 sets of keys, concludes the booklet. (Key No. 207)

• "Invisible Warmth" is the title of the attractive 8 page Bulletin No. 540 issued by The National Radiator Company, Johnstown, Pa. Installation of cast iron convectors concealed by inconspicuous sheet steel enclosures to produce both convected and radiant heat is the subject of the bulletin which gives dimensions, connection data, E.D.R. ratings and roughing-in measurements for all National Aero Conectors. (Key No. 208)

• A 4 page brochure, "Rock Cork Felt Sided Roof Insulation," has been issued by Johns-Manville, 22 E. 40th St., New York 16. Illustrations show the insulation being applied and the text contains conductivity data and similar information of interest to architects, administrators and maintenance men. (Key No. 209)

• The complete library of 16 mm. educational films available from the American Film Registry, 28 E. Jackson Blvd., Chicago 4, is listed under subject headings in the AFR Film Catalog recently released. (Key No. 210)

• "Scholarships by Westinghouse" is the title of a 4 page folder issued by the School Service Department of the Westinghouse Electric Corp., 306 Fourth Ave., Box 1017, Pittsburgh 30, Pa. The folder contains descriptions of the scholarship contests with complete details concerning awards, eligibility, selection of winners, conditions of the awards and methods of entry. (Key No. 211)

• "Build Your New School Now" is the title of an 8 page brochure recently published by the Luria Engineering Corp., Dept. J-3, 500 Fifth Ave., New York 18, as an aid to school administrators, school boards, architects and others concerned with new school construction. The booklet describes how the Luria line of standard, heavy steel-frame structures can be used to cost-saving advantage for any one story school. Drawings and floor plans of six suggested Luria schools, examples of both traditional and modern architectural styles, are presented together with a description of the standard units and optional features which are available. (Key No. 212)

• How to achieve long-lasting attractive hardwood floors and how to maintain them economically and properly is covered in a new illustrated folder, "Finishing Northern Hard Maple Flooring the MFMA Way," issued by the Maple Flooring Manufacturers Assn., 46 Washington Blvd., Oshkosh, Wis. The new folder features timely information on many subjects in the interest of attractive hardwood floors and reviews MFMA research in the development of successful and effective finishes. Other features include information on sanding procedure, tips on the proper application of floor finishes, suggestions for surface cleaning and instructions to builders and engineers. (Key No. 213)

• "The Tornado Method" is the title of a new manual of floor care published by Breuer Electric Mfg. Co., 5100 Ravenswood Ave., Chicago 40. The 34 page booklet describes the equipment necessary and the steps to be followed with both old and new floors of every type and composition, from preparation through sealing and finishing to maintenance. A Stain Removal Chart supplements the material. (Key No. 214)

• The full line of Bennett Waste Receptacles featuring non-rusting stainless steel feet is described and illustrated in a new catalog recently issued by The Bennett Mfg. Co., Alden, N.Y. (Key No. 215)

Film Releases

"Alcohol and the Human Body," in collaboration with Dr. Anton J. Carlson, for use at high school, college and adult levels, 16 mm., 1½ reel. Encyclopaedia

Britannica Films Inc., Wilmette, Ill. (Key No. 216)

"Who Will Teach Your Child," 16 mm. sound film produced by National Film Board of Canada, distributed in the United States by McGraw-Hill Book Co., Text-Film Dept., 330 W. 42nd St., New York 18. (Key No. 217)

"Glamour Street," "Friend of the Family," "Who's Delinquent," "County Fair" and "Berlin Powderkeg," 16 mm., all part of "This Is America" series. RKO Radio Pictures, Inc., 1270 Avenue of the Americas, New York 20. (Key No. 218)

"The Crayfish," "Hydra" and "Elimination," 16 mm. Science Series films. United World Films, Inc., 445 Park Ave., New York 22. (Key No. 219)

Suppliers' News

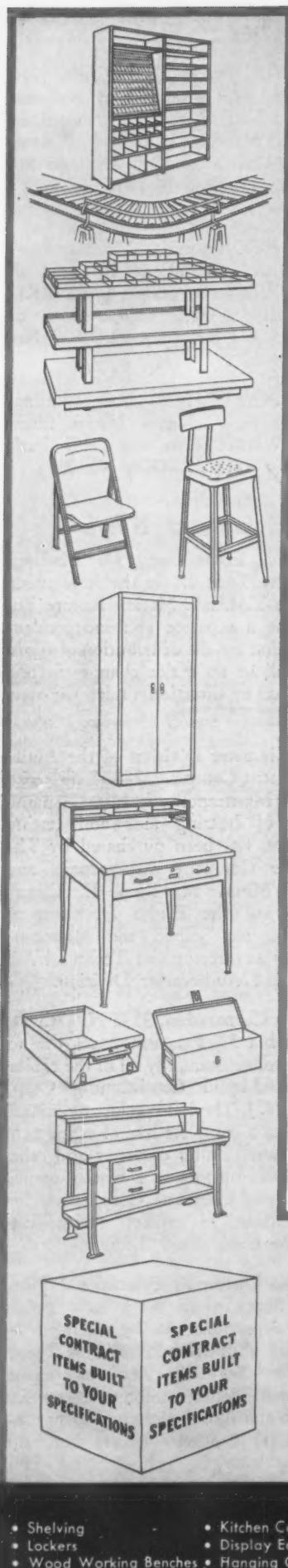
Association Films, Inc., 347 Madison Ave., New York 17, is the new name given the Y.M.C.A. Motion Picture Bureau, now a separate and independent organization for the distribution of films. There will be no major changes in policy, service or direction under the new set up.

The Audiometer Division of the Audio Development Company, 2833 Thirteenth Ave. S., Minneapolis 7, Minn., manufacturer of hearing aids and testing equipment, has been purchased by The Microtone Company, Minneapolis and St. Paul, Minn. Mr. Ralph E. Allison, President of the Audio Development Company, has joined the Microtone Company as director and Technical Adviser of the Audiometer Division.

Cochrane Corporation, 3132 N. 17th St., Philadelphia 32, Pa., announces the acquisition of substantially all of the capital stock of Liquid Conditioning Corp., Linden, N. J. The latter company, manufacturer of a complete line of equipment for the conditioning of water and other liquids, will operate as a wholly owned subsidiary of Cochrane Corporation but will continue to market its products under the trade name "Liquon."

Columbia University Educational Films is the name given to a new public service department to be operated by Columbia University Press, 2960 Broadway, New York 27. The new department will include among its services a film rental library designed to provide educational motion pictures for universities, colleges, schools and civic groups.

General Slicing Machine Co., Inc., manufacturer of kitchen machines, announces change of location from 100 S. Third St., Brooklyn 11, N. Y., to Walden, N. Y.



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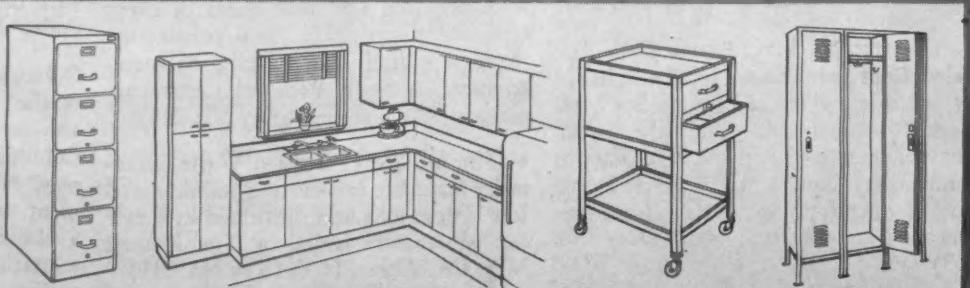
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- Conveyors
- Shop Boxes
- Work Benches
- Bin Units
- Tool Stands
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